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The Effect of a Program based on Psychological Empowerment Skills in Modifying Defeatist Behavior and Developing Perceived Self-Efficacy among Mosul University Students

Amosh Abdul Qader Mahmood [1] **, Yasir Mahfoodh Hamid Al-Dulami**[2]

University of Mosul, College of Education for Human Sciences, Department of Educational and Psychological Sciences
dr.amosh@uomosul.edu.iq
University of Mosul, College of Education for Human Sciences, Department of Educational and Psychological Sciences
dr.yasirmahfoodh@uomosul.edu.iq

Abstract

The current research aims to recognize the impact of a program based on psychological empowerment skills in modifying defeatist behavior and developing self-aware competence among Mosul University students, and the sample consisted of (86) Student, the test group of (42) student, the control group has reached (44) Students from the History Section, as well as parity procedures in a number of variables (Tribal measurement of measurements, age by months, sex), and the two researchers built a program based on psychological empowerment. (14) Session, the two researchers built a measure of defeatist behavior and a measure of perceived subjective efficiency, and the cytometric properties of the scales (honesty, consistency, discrimination) were extracted. The two researchers used the statistical bag (SPSS) to extract the results. The results showed a statistically significant difference at 0.05 in members of the research groups between the averages of modification of biased behavior as well as the development of perceived subjective efficiency and for the experimental group's benefit.

Keywords: psychological accountability, defeatist behavior, self-awareness, Mosul University students.

Introduction

In the field of psychology, many terms describing or depicting the reality of this human being's problems and psychiatric disorders are commonly used. Alienation, isolation, depression, isolation, sloppiness or indifference and psychological loneliness have become psychological phenomena (chippy, 2006: 2).

The problem of defeatist behavior is demonstrated by the fact that an individual's surrender to his negative thoughts, manifested in defeatism, absent the elements of mental serenity and positive behavior, is as if viewed through a distorted lens, rather than seeing the truth clearly as misrepresented (Fakhri, 2004: 3). A person's low self-efficacy may lead to the development of such behavior because of his or her lack of confidence and ability to recognize his or her competence and experience as a result of past attitudes that have led him or her to frustration. When someone has a problem or situation that requires a solution, They attribute the ability to drive to themselves.

This is what constitutes the first part of self-efficiency, while the realization of this capability is the second part of self-efficiency, That is, an individual must be convinced on the basis of knowledge and ability that he already possesses the necessary competence to carry out a conduct successfully and some students may find it difficult to read the reality resulting in failure and failure to properly act with the problem (Abu Asaad, 2009: 76).

By observing certain behaviors that are an indicator of biased behavior and using it as a defensive means, based on this sense and the foregoing, a psychological empowerment skills-based program has been built to modify biased behavior and develop perceived self-efficacy by focusing on the positive aspects of personality, developing their abilities and cultivating confidence in them. Which, in turn, increases their

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motivation to get rid of their negative and defeatist ideas, which will thus lead to the development of their self-conscious competence and resilience. Therefore, the problem of research is the following questions: Can the biased behavior of Mosul University students be modified? Can their self-understanding competence be developed? Will the researchers' programmer succeed in achieving the desired goal?

Negative self-esteem, unacceptability and underestimation, as well as feelings of lack when comparing oneself to oneself, are a clear self-defeat, and often see oneself as having no value or significance (Fayed, 2005: 79). Defeatist behavior is an expression of the imbalance between the person and society. Social balance for the individual or society depends on the entrenchment of the system of cultural, social and religious values in the social environment, which produces the phenomena of deviation, refraction, defeat, oppression and rupture of individuals. These phenomena reflect the absence of the system of values and demonstrate society's loss of cultural and intellectual balance and societal awareness (Ibrahim and Wael, 2020: 303). According to theoretical and empirical research indicated that a self-defeated person suffers from delays in the maturity of the personality, and it is noticeable that the family, educational environment or society do not pay as much attention to a self-defeated student as to aggressive or unpleasant behavior. Although defeat is more dangerous than aggression to the student's psychosocial development (Mansi, 2003: 18).

Perceptual self-efficacy is one of the guiding principles of behavior. An individual who believes in his or her ability is safer and more self-esteem. This is a cognitive mirror of an individual's ability to control the environment, to reflect one's own beliefs, to control the environment through his or her own actions and adaptive means, and to trust in the face of the pressures of life (Al-Mazrou', 2007: 70).
Self-perceived competence is also an important psychological need, through the individual's sense of challenge, achievement and proven superiority in work, An individual's competence is measured by the work or tasks performed, following the means available to carry out this work. In order to succeed, he must develop his abilities through the support he receives within the family and then from the group of friends, within the educational environment, and thus the community satisfying his needs, Thus, any deficiency or lack of social skills results in impairment of one's self-esteem and abilities (Ibrahim, 2017: 123). Perceptual self-efficacy is an important capability and plays an important role in influencing a person's performance, people who have competence in a variety of areas are able to meet the challenges of life, While less efficient individuals are more likely to fail and frustrate, self-efficacy affects the level of task selection. The degree of perseverance, the insistence on success, and the performance of a competent learner are described as better performing and achieving Flexible and flexible to reach the target (Al-Sahli, 2014: 16). Perceived subjective competence is one of the most important factors directly influencing educational achievement in a variety of subjects. Notes that an individual with high self-aware competence is easily and rapidly involved in academic, professional and technical societies, while an individual with a low sense of competence results in a low level of attainment and interaction with others (Dale, W. 2002: 21- 22). Noted that people with high self-efficacy face less stressful attitudes and that those with a low degree of excitement remain relatively calm when confronted with crises, as noted by (Urdna & Midgley, 2001) indicates that subjective disability is strongly associated with both gender variables and perceived competence, and confirming the above, (Ergul, 2004) pointed out. Noted that individuals with a high sense of self-efficiency work harder and more persistently when faced with difficulties, while taking off and avoiding low self-efficiency from performing difficult or challenging tasks (Ergul, 2004: 91).

Psychological Empowerment is a concept of positive and contemporary psychology that aims to elevate the individual in life to high levels, and the essence of psychological empowerment is based on giving the individual freedom to perform and engage more in responsibility and greater awareness, which in turn leads to positive outcomes at the individual, organizational or institutional levels(Zhu & May & Avolio, 2004: 12). Psychological empowerment increases the consciousness of the individual, particularly students, of personal control and increases their motivation towards their goals. This in turn leads to positive results at the level of behavioral performance, cognitive and emotional, and has an important role in developing their abilities and life skills such as satisfaction with their performance and commitments (Mishra, 2016: 224).

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Theoretical and practical importance.
1- Detect and modify biased behavior among Mosul University students.
2- Detect and develop the self-aware competence of Mosul University students.
3- Building an educational program that helps educators and professionals modify biased behavior and develop perceived self-efficacy.
4- Focusing on an important segment of society because of its role in leading the community: students of the university.

Research Objective
The research aims to identify: the impact of a program based on psychological empowerment skills in modifying defeatist behavior and developing self-aware competence among Mosul University students.

Research hypotheses
1- "There is no significant difference in the level (0.05) between the median modulations of the subjective behavior of members of the research groups depending on the group variable."
2- "There is no significant difference at 0.05 between the two averages of self-efficacy development perceived by members of the research groups depending on the group variable."

Research Limits
The research community defines Mosul University students for the academic year (2021-2022) morning study (third grade). Both sexes are male and female.

Definition of terminology
Psychological empowerment was known by:
Bowen, & Lawler, 1995: It is an internal state of mind (State of Mind) that needs to be adopted and represented by the individual, in order to have the self-confidence and conviction of his cognitive abilities to help him make his decisions, and to choose the results he wants to reach (Bowen, & Lawler, 1995: 76).
Spreitzer, 1995: A sense of influence in others, where only one's sense of competence is realized and everything they do is valuable, giving the individual the freedom to self-determination - independence, control, power and free and unrestricted decision-making (Spreitzer, 1995: 1444).
The two researchers define psychological empowerment as a university student's ability to possess the highest performance and sense of control and control over his performance, as well as a conscious understanding of the content of the task to reach results that help achieve the goal.
The defeatist behavior was known by all: -
Baumeister & et. al., 1988 :deliberate and intentional behavior based on objects, which have negative effects on the psyche or psychological state clearly cause failure and bring trouble (Baumeister & et. al., 1988:5).
Dahlan, 2015: A psychiatric disorder that indicates an imbalance in an individual's self-perception, generating a feeling of poor ability to confront attitudes and excitements around him, and lack of self-confidence, abilities and skills (Dahlan, 2015: 10).
Atkinson, 2017: Negative thoughts through which an individual feels pain and failure (Atkinson, 2017: 49).
Almohtadi et al. 2019: It is the surrender of the individual to negative defeatist thoughts, the absence of rational thoughts and the fading of all defensive tricks as if he is looking through a distorted window, rather than looking at reality clearly, he looks at events in a distorted, vague and unclear manner which will result in his low level of self-esteem (Almohtadi et. al, 2019: 113).
Theoretically, the two researchers define subjective behavior as acquired as a result of a circumstance or event, embodied in one's guilt with self-destruction and fear of failure, combined with feelings of low self-esteem and humiliation, which make it difficult to communicate with others by social withdrawal and accept its reality without making any effort to change it and completely dependent on the other at the level of thought, emotion and action.

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It is procedurally defined as the degree to which the respondent receives on the two researchers' scale of defeatist behavior.

Perceived self-efficacy and knowledge of each of the following:

Bandura, 1997: Rules issued by individuals on their abilities to organize and carry out work that requires clear types of performance (Bandura, 1997: 123).

Pajares & Graham, 1999: An individual's belief in his or her own potential and confidence in his or her ability and information, and that he or she has the means to achieve the level he or she satisfies or strikes a balance defining his or her efforts and energies at this level (Pajares & Graham, 1999: 220)

Theoretically perceived subjective competence is defined by researchers as an individual's belief in his or her own potential, confidence in his or her ability and information, and the mental, social and effectiveness implications to enable him or her to take control of his or her work, achieve a certain level of achievement and ability to organize and plan for the development of goals commensurate with him or her and achieve success in life.

It is procedurally defined as the degree to which the respondent receives the self-perceived efficiency measure prepared by the researchers.

Theoretical framework and previous studies

Concession Behavior

This concept is an ambiguous one in the psychological field, and (Chamberlain, 1978) first developed a concept of defeated behaviors as repeated and targeted attempts to meet basic human needs, resulting in unintended and harmful results. (Baumeister, 1997) later referred to behavior leading to greater costs of benefits, errors caused by it, personal damage, hardship, distress and obstruction of individuals' plans (Baumeister, 1997: 3, 145). It is important to note that this apprehension is not the same as the self-defeating personality disorder described in the Diagnostic and Statistical Manual of Mental Disorders. The cogent criticism of this diagnosis by (Caplan, 1995) confirms that defeated behavior is not necessarily referred to as a kind of Masochism attitude towards oneself or is seen as a symbolic display of the unconscious desire for self-harm. In line with this criticism, self-defeating behaviors or patterns as unintended results are the result of unsuccessful efforts to meet basic human needs (Sengul, 2019: 51).

Defeatist behavior is one of the concepts that has not received many studies and literature and to this day still lacks Arab studies, and few psychologists and sociologists have addressed it. Attention was given to this concept after the controversy of the 1980s over the possibility of classifying it as "personality disorders" and calling it "self-defeating personality", including behavior taken by the individual as a result of the environment and self-defeating behavior. In 1987, he refused to classify self-defeating behavior as a personality disorder, and began his studies on individuals at various stages of life. He found that the person who bears such behavior inflicts harm on himself and is a means of achieving his goals (Baumeister, 1997: 1, 3, 145).

Theories that interpreted defeatist behavior

Freud developed the first systematic theory of personality that encompassed multiple aspects. Freud believed defensive machinery from Freud's point of view, the most important of which is repression, which works to exclude painful experiences and unacceptable whims by imparting it to the subconscious mind that continues to cause conflicts and neurological symptoms and exerts a strong and effective influence on our behavior For example, we are not aware of the feelings of hatred we have towards one of our acquaintances, The use of justification to eliminate anxiety and threats when an individual engages in unacceptable conduct by creating justification and justification for such conduct, which gives him a reasonable and socially acceptable reason for conduct that originated from an unacceptable reason And compensation is to overcome the feelings of weakness and shortcomings in one area by achieving excellence in another, Escape away from painful experience completely uncomfortable, it may be to escape physically or psychologically as in daydreams when preparing for the exam is very difficult (Abu Ghazal, 2015: 244).

The tendency to destroy can be discharged either inward. "Congratulatory behavior" or external aggression, the child begins by introducing rules, moral norms and codes of conduct from the parents, and aggressive behavior arises when the performance is contrary to the behaviors he learns from his parents that generate guilt and fear of punishment and then turn into a sense of self. This painful sensation involves blaming

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and criticizing the individual (Lahey, 2001: 397). Fromm has referred to the concept of receptive orientation as the owners of this orientation feel that the source of good things lies outside their own So they believe that the only way to achieve anything they want is through their acceptance of that thing from an external source, So it can be argued that their reactions come negative towards themselves and they wait for love from others that is self-defeating and this itself is a model of the defeatist behavior of self-destruction and disregard (Angler, 1990: 158).

Karen Horney pointed out that it is low self-esteem that drives people to aggressive behavior because this quality is a reason to feel imperfect and it leads people to hurt those who are better than them. and emphasized that factors in the surrounding environment that have an impact on an individual's conduct towards evil or abnormal behavior, You pay an individual to grow correctly or incorrectly (Bushman, 2009: 428). The unwillingness of the individual to belong, not to aggression, but to remain away is reflected in the unwillingness of the individual specifically because people are the source of conflict and not to feel happy, so let them stay away from them as a way to resolve their conflicts. The dominant philosophy of this behavior is that people are sworn in at a distance. Distance from others reduces friction and distances it from the problems caused by this friction. He lives for himself and himself, and there is nothing much to associate with others, because he has insufficient social participation and his tendency to stay away from people. He is more inclined to love books and reading and tends to dream, fantasy and art, and he is a world for himself. So we find him a few friends who preferred the book over man, and like him in this case "the book is the best friend (Haredi, 2011: 128).

The researchers see, in response to Freud's theory, that Mechanism escapes is evidenced by the individual taking a defeatist behavior of moving away from attitudes that cause psychological imbalance and result in anxiety. and the individual may resort to such behavior to avoid external conflict in a timely manner, If this behavior is successful, satisfaction will be achieved, but in part. But here will start the internal conflict, reprimand the conscience and self-demeaning of one's failure and vulnerability, On the contrary, indifference may be taken and the situation accepted as if nothing had happened.

According to Karen Horney's theory, the two researchers argue that defeatist behavior is manifested by moving away from others, as the environment in which he lives and the surrounding environment is filled with fear, lack of security and stability generates a pessimistic view of others and the adoption of defeatist behavior, avoiding a clash that leads to neurological anxiety.

Perceived self-efficacy

Perceived subjective competence after a basis of personality dimensions is self-convictions in the ability to overcome the difficult requirements and problems faced by an individual through subjective behavior. In other words, subjective effectiveness or self-effectiveness refers to an individual's supposed beliefs about his abilities (Zaghloul, 2003: 139). (Zimmerman, 2000) Noted that self-efficiency has an important role to play in "self-regulated learning, planning and performance control stages." A number of researchers also pointed out that self-efficiency and self-regulation strategies have mutually positive effects. Self-efficiency is increased through self-regulation strategies, and the use of self-regulation strategies can increase self-efficiency beliefs and educational achievement Self-effectiveness is a key factor in social perception and it affects human behavior and the environment in which an individual interacts, as well as one's behavior and circumstances within the environment, especially in adolescents. As noted by (Chemer & Gracia, 2001) refers to the linkage of self-efficiency to the ability to use decision-making strategies, to solve effective problems, to plan and manage personal potential, crisis and capabilities in a more effective manner, and plays an important role in controlling and controlling compression variables in different situations (Bahnasawy and Wael, 2022: 31).

Pajres & Schunk, (2001) noted that individuals who observe competent models help them achieve successes by uniting with the model, which also enables them to avoid others' mistakes and build on their experiences (Samar, 2017: 17).

Alternative experiences can determine an individual's past experiences, and accordingly determine their expectations, and the expectation of high self-efficiency increases an individual's effectiveness to observe models and the trend towards improvement, perseverance and effort, and self-study with a view to increasing capacity and the degree of improvement in performance towards the task (Qatami, 2004: 185). and an individual can persuade themselves of the possibility of multiple actions and behaviors when they notice that those who

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look like them are capable of doing them and vice versa, and this is true in situations where we think we have the same abilities as others (Abu Ghazal, 2013: 161).

The theory that explained perceived self-efficacy Pandora Theory (Bandura)

Pandora noted that an individual's behavior is influenced by his observation of the behavior of others. By witnessing the consequences of other people's behavior, the individual learns as one of the fundamental principles of the theory of social learning in modelling, suggesting that people are more likely to engage in the behaviors they observe if they receive the desired results (Salkind, 2008: 93).

In his theory, Bandura found that the concept of perceived subjective competence (1977) balances two main components: creative meditation and careful observation, as the theory was based on these two components, thus differing from both "Freud and Young Wadler" psychologists (Freud, Jung, and Adler). They have developed their theories based on their observations and clinical experience with their patients and it is different from both Dullard Miller and Skinner because their theories are based on studies and experiments applied to animals, while Pandora's self-efficiency theory is based on carefully based data from human study (Jaber, 1990: 441). Bandura noted the role of the observation process as playing an essential role in establishing the levels of guidance and choice of an individual and as an essential source of feedback, both corrective and encouraging, and the observation activates the process of mental perception while observing the model. In the light of the implications of social learning theory. The process of strengthening social support behavior depends on the model that presents such behavior (Kagwan: 2016: 319). The two researchers have relied on Pandora's theory to build a measure of perceived subjective competence and after reviewing a set of descriptive studies and dimensions adopted by the researchers, the two researchers have identified three dimensions based on the orientations of the theory and the two researchers have defined each dimension as shown below:

The first dimension: emotional efficiency: the ability to absorb one's own emotions and others' emotions and the ability to control his feelings and show them in the best way to improve his performance and emotional balance.

The second dimension: Social efficiency: The individual's ability to participate effectively in the various social attitudes he or she faces in his or her life according to the social norms of acceptable behavior in the framework of positive mutual relations with others.

The third dimension: cognitive competence: an individual's ability to understand what he or she is about by enjoying general information and his or her ability to implement what has been planned in advance and to persevere in the effort to achieve the desired goal.

psychological empowerment

The first intellectual flashes about empowerment emerged during 1989, and the concept of psychological empowerment is a motivational concept center on man's motivation and how to generate the driving power of his motivation to achieve efficiency and ability (Stander & Rothman, 2009) states that psychological empowerment is a process aimed at enhancing individuals' sense of effectiveness and perseverance towards success through identification and isolation of conditions conducive to lack of force, through formal organizational practices and techniques and transparency The process of psychological empowerment of the individual also refers to a set of organizational methods that achieve personal intellectual beliefs that determine the proactive orientation of the individual towards his or her role as a partner in the organization based on his or her success and failure as an extension of his or her failure (Marzouk, 2020: 297).

Cretchen Spritzer Psychological Empowerment Model (Gretchen Spretzer, 1995)

The concept of psychological empowerment is a modern concept, it has never had publications, and psychological empowerment has begun to appear through the work of Spritzer (1995). He defined it as a sense of influence in others, where only an individual's sense of competence was realized and everything he did was valuable, thus giving the individual freedom of self-determination -- independence, control, power and decision-making freely and without restrictions. There has been a multitude of views on its definition: psychological empowerment is perceived to be a subjective activity that enables individuals to act responsibly and in a meaningful manner (Lloyd & et. al., 1999: 92). Spritzer (1995) noted that psychological empowerment has emerged in many positive psychological concepts such as adopting the concept of competence, motivation, sharing knowledge with others, promoting a sense of control over the social and family environment, and

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controlling life. Psychological empowerment can be described as a way to prepare an individual's internal motivation (Abu-Assad, 2017: 319). It is clear that the dimensions of psychological empowerment that, from the perspective of a number of researchers, correspond to the dimensions defined by Gritchen Spreitzer (1995) as described below:

First: Meaning: It is meant to align the requirements of an individual's activity, whether within his personal interests, work or social activity on one side, with one's beliefs, values and behaviors on the other.

Second: Competence: refers to the effectiveness associated with the type of work or activity carried out by the individual, and includes the individual's belief in his or her ability to perform those activities efficiently and skillfully.

Third: Self-determination: The initiative's autonomy to start and continue working, which includes free decision-making on the methodology of work and how to perform.

Fourth: Impact: the degree to which an individual can make a marked change in work or activity outcomes by modifying strategies and methods (Shaheen, 2017: 12-13).

The researchers adopted the Cretchen Spritzer model (Gretchen Spretzer, 1995) as a theoretical framework in building the program by embracing the dimensions I have defined and the sessions and lessons are built on these dimensions.

Research methodology and procedures

Current research has been based on the "empirical" approach in line with its objectives and the nature of the topic studied.

Second: The Research Community

The total community of students of Mosul University for the academic year (2021 - 2022) (43936)[1] included students, 21207 students and 22729 students distributed to 24 (scientific-humanitarian) faculty (13) scientific faculty and 11 humanitarian faculty, and in line with the limits of research, 10709 students reached 5045 students and 5664 students.

Sample Research

After determining the research community of Mosul University students, his intentional eye was withdrawn, numbering 86 students from the Faculty of Education for Humanities (History and English) third grade.

Experimental Design

The pilot design "with two equal experimental and control combinations" has been adopted.

Research Tools

A-   **Measure of Defeatist Behavior**

Current research requires a measure of the university students' biased behavior (sample research), and through a range of studies, after consulting a group of experts in the field of pedagogical psychology, the two researchers found it better to build a measure of biased behavior.

Steps to build a measure of defeatist behavior

First: Defining the concept of defeatist behavior: behavior acquired as a result of a circumstance or event, embodied in one's guilt with self-destruction and fear of failure and coupled with feelings of low self-esteem and insult, which makes it difficult to communicate with others by social withdrawal and accepting its reality without making any effort to change it and completely dependent on the other at the level of thought, emotion and action.

Second: Areas of the measure of defeatist behavior: Five areas of defeatist behavior have been identified as set out below.

1- Guilt: Uncomfortable, sad, delusional, inclined to condemn, criticize and overstate one's accountability as a result of actions or actions contrary to social norms.

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[1] The numbers of students were obtained from the Statistics Division of the Department of Studies and Planning/Presidency of Mosul University.

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2- Social withdrawal: a pattern of behavior usually characterized by the exclusion of the individual from participating in life activities and attitudes, accompanied by lack of cooperation or social communication and escape from the reality of the individual and accompanied by a negative view of life.

3- Self-destruction: is the intentional or subconscious harm or damage to the soul resulting from trauma, social problems or economic impediments beyond the individual's abilities and characterized by suicidal tendencies, weak self-confidence, hostility, impulsiveness and volatile mood and includes specific negative effects on the soul.

4- Fear of Failure: Feeling uncomfortable and worried about the future, losing a sense of security, reassurance, mistrust and negative prediction of expected events and the risks they can face.

5- Low self-esteem: one's sense of inferiority, lack of ability and potential compared to others and negative perception of the self with a tendency to diminish the self and dominate unrealistic ideas.

Drafting of the benchmark's paragraphs

Researchers (54) prepared a paragraph spread over the five areas and reality (12) paragraph for the dimension of guilt, (11) paragraph for the dimension of social withdrawal, (10) paragraphs for the dimension of self-destruction, (10) paragraphs for the dimension of fear of failure and (11) paragraph for the dimension of low self-esteem, each paragraph corresponds to five weights (apply to me very much, apply to me very much, apply to me moderately, apply to me to a small degree, apply to me very little) The negative paragraphs take the grades (5, 4, 3, 2, 1) respectively, and in order to verify the veracity of the instrument ostensibly, the preliminary instrument of biased behavior was presented to the many specialists in education and psychology (25) Experts, having calculated experts' opinions and recommendations through the proportions agreed on the measure of defeatist behavior, up to the percentage (85%), which is acceptable while complying with the amendments referred to by the experts and deleting the following paragraphs: - (1, 3, 9, first area), para. (21, second area), para. (28, third area) and paras. (45, 53, fifth area), as well as the rewording of some paragraphs.

Constructive honesty (discriminatory force)

The measure of biased behavior was applied to a random caste sample selected from outside the basic research sample of 400 students and scientific and humanitarian specialists, which is appropriate. The discriminatory strength of each subparagraph of the benchmark was calculated using a t-test for two separate samples, and the statistical analysis of the paras showed that the calculated t-value of all paragraphs was statistically relevant except for paragraphs 18 and 21, which were less than t-value.

Internal consistency

Internal consistency was ascertained by calculating the correlation coefficients' values between the overall grade of each dimension and the overall grade of the scale, and it was found that all T values calculated were higher than the tabular (1.960) value at an indicative level (0.05) and a degree of freedom (398), except for the paragraphs that fell by distinction, which meant that the correlations were all indicative.

Stability

Apply a measure of defeatist behavior to a random sample composed of (100) Students, the measure was applied on 7/12/2021 and was reapplied again on 22/12/2021 on the same sample at a interval of time. (15) days, the persistent coefficient of the metric of bio respiratory behavior was extracted using the Pearson correlation coefficient to establish the correlation between the two application grades. Pearson's coefficient of binding between the two applications (0.84) is a good indicator of scale stability.

The final version of the measure of biased behavior and the way it is corrected:

The measure of defeatist behavior is from (45) paragraphs, the highest is (225) and the lowest is (45). By a hypothetical average of (135), each paragraph corresponds to five weights "applies very high, applies very high, applies moderately high, applies slightly to me, applies very little to me, and takes the negative paragraphs grades (5.4, 3).

Self-perceived efficiency gauge

Current research requires a measure of perceived subjective competence for university students (sample research), and through a range of studies, after consulting a group of experts in the field of pedagogical psychology, the researchers found it better to build a measure of perceived subjective competence. The two researchers adopted the Pandora theory in building a self-perceived efficiency scale:

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First: Identifying the concept of perceived subjective competence: Believing in one's own potential, trusting in one's ability and information, and the mental, social and effectiveness implications to enable one to take control of one's work and achieve a certain level of achievement and ability to organize and plan for the development of goals commensurate with it and achieve success in life.

Second: Dimensions of the perceived self-efficiency scale: Three main dimensions of the perceived self-efficiency concept have been identified: -

First dimension: Emotional efficiency: an individual's ability to absorb his or her emotions and those of others and the ability to control his or her feelings and show them in the best way to improve his or her performance and emotional balance

Second dimension: Social efficiency: an individual's ability to participate effectively in the various social attitudes he or she faces in his or her life according to the social norms of acceptable behavior in the framework of positive mutual relations with others

Third dimension: cognitive competence: an individual's ability to understand what he or she is about through his or her general information and ability to implement what has been planned in advance and to persevere in the effort to achieve the desired goal

Third: Drafting of the benchmark's paragraphs

Accordingly, the two researchers (60) prepared a paragraph spread across the three dimensions in reality. (20) Paragraph per dimension, corresponding to each paragraph five weights (apply to me very much, apply to me to a large extent, apply to me to a medium degree, apply to me to a small degree, apply to a very small degree). And positive paragraphs take grades (5, 4, 3, 2, 1) respectively, negative paragraphs take scores (1, 2, 3, 4, 5). In order to verify the veracity of the instrument ostensibly, the preliminary self-perceived competence tool was presented to the number of professionals in the field of education and psychology (25) Expert, if asked to ascertain the validity, initial and exaggerated of the scale paragraphs (60) Paragraph. After calculating the experts' opinions and recommendations by calculating the rates of agreement on the perceived self-efficiency measure, the ratio was 87%, which is acceptable while adhering to the amendments referred to by the experts with the deletion of the following paragraphs (1, 3, 14, 15, after emotional efficiency), (23, 35, 36, after social competence), (43, 49, 53, 58, after cognitive competence) because they did not have an agreement ratio, in addition some paragraphs were amended.

Constructive honesty (discriminatory force)

The self-perceived efficiency measure was applied to a caste random sample selected from outside the basic research sample of 400 students and scientific and humanitarian specialists, which is appropriate, calculating the discriminatory strength of each realized self-efficacy measure paragraph. Statistical analysis of the measurement paragraphs showed that the calculated t value of all paragraphs is statistically relevant except paragraphs (4), (21), (22) and (39) because their T values are less than T.

Internal consistency

Internal consistency was verified through the calculation of correlation transaction values between the overall degree of each dimension and the overall degree of the scale. The calculated T values were all found to be higher than the scale (t) of 1.960 at an indicative level (0.05) and a degree of freedom (398) except for the paragraphs that fell by distinction, which meant that the correlation transactions were all indicative.

Stability

For the purpose of extracting the self-perceived efficiency scale stability, the two researchers used the retest method and the Alfa Cronbach method, as the two researchers selected a random sample consisting of (100) Students, the measure was applied on 7/12/2021 and was reapplied again on 22/12/2021 on the same sample at a interval of time. (15) days, the perceived self-efficacy scale constant coefficient was extracted using the Pearson correlation coefficient to create the correlation between the two applications, and the Pearson correlation coefficient between the two applications (0.82) is a good indicator of scale stability.

The final version of the realized self-efficiency measure and the way it is corrected:

The self-perceived efficiency measure shall be from (45) paragraphs and the highest grade of the scale shall be (225) and the lowest degree (45) with a hypothetical average of (135), each paragraph corresponds to five weights "very, very much applicable to me, very much applicable to me. Moderately applicable to me, very

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little applicable to me" and the positive paragraphs take the grades (5, 4, 3, 2, 1) respectively, and negative paragraphs take scores (1, 2, 3, 4, 5) respectively.

Final application sample for my search tools

A measure of defeatist behavior and a measure of perceived subjective efficiency (tribal measurement) were applied On (28/2/2021) the students of the faculty of Education for Humanities in all its departments/third grade and their number (765) Student (387) student (s) student (s) and (378) student (s) student (s). For the purpose of withdrawing an intentional stratification eye and identifying students with a high level of defeatist behavior and low self-perceived competence and subjecting them to the program; after the application of the two research tools. The tribal measurement grades were sorted and the students' forms were sorted above the presumptive average of the measure of defeatist behavior and below the presumptive average on the scale of perceived self-efficacy, students with a sample of 86 students, (43) students and (43) students. After the diagnosis of the tribal measurement forms, the students were distributed to two equal groups, one experimental and one female officer. This process was organized in the form of equal pairs and 42 students were identified as a pilot group of third graders from the History Department, and 44 students as a control group of third graders from the English Language Section. Table 1 shows this.

Table 1 Distribution of the diagnostic sample to the pilot and control group

Group	Group	Numbers	Total Number
Experimental/History Section	Male	22	42
	Female	20	
Control/English Department	Male	21	44
	Female	23	
Totally			86

After dividing individuals into two groups equally, the two researchers saw to ascertain the parity of the two groups by calculating some variables that could have an impact on the results of the experiment and these variables are (degree of tribal measurement, age, sex).

A programmer based on psychological empowerment skills was developed based on the dimensions defined by the world's Krchen Spritzer (Gretchen Spretzer, 1995) which is "meaning, ability, autonomy, influence," and includes the program (14) 3 meetings per dimension, as well as a welcoming session and a closing session involving the application of the dimensional measurement. To verify the validity of the programmer, the programmer's sessions were presented to a number of experts (25) an expert to state their views at each session of the program and the appropriateness of the sessions in modifying the biased behavior and developing perceived subjective competence. Experts in education and psychology have expressed their opinions and observations about the sessions of the program. Some minor modifications have been made and the sessions have been agreed upon by (93%).

Statistical means: (Pearson binding coefficient, Kai square, two-way variation analysis, T test of binding coefficient indication, T test of two independent samples, Alpha Cronbach coefficient).

Presentation of results -- interpretation and discussion

First hypothesis:

"There is no significant difference in the level (0.05) between the median modulations of the subjective behavior of members of the research groups depending on the group variable."

To verify this hypothesis, the researchers extracted the computational averages and standard deviations of the difference between tribal and post-metric applications of the subjective behavior of the two groups and table (2) shows this.

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Table 2 Computational averages and standard deviations to modify beating behavior

Group	Sex	Number	Computational averages of tribal testing	Computational averages for remote testing	Average standard deviation (difference between tribal and remote applications)	Modification standard deviation
Experimental	Male	22	184.364	159.318	25.046	21.086
	Female	20	182.550	152.600	29.950	23.601
Total Experimental			183.478	156.119	27.359	22.181
control	Male	21	182.333	176.857	5.476	20.444
	Female	23	186.608	180.304	6.304	6.657
All Female control			184.568	178.659	5.909	14.739
Total Sex Female	Male	43	183.372	167.883	15.488	22.788
	Female	43	184.721	167.419	17.302	20.435

To detect the statistical connotation between the growth averages of the members of the research groups depending on the group's variables and gender interaction and to test the three subthemes, the diversity analysis test was applied with a binary interaction (ANOVA-2WAY) and table (3) shows this.

Table 3. Bi-directional Variability Analysis Test Results for Modulation Averages of Compulsive Behavior in Members of the Two Research Groups Depending on Group and Gender Variables and Their Interaction

Sources of divergence	Freedom Grades	Total boxes	Average total boxes	Zero Value		significance
				Calculated	Scheduling	
Group	1	10010.777	10010.777	28.061	3.99 (0.05) (82 , 1)	There is a difference
Sex	1	176.165	176.165	0.494		There are no teams.
Group × Sex	1	89.074	89.074	0.250		There are no teams.
Error	82	29254.012	356.756			
Total	85	70122.326				

The table above shows that the value (f) calculated according to a group variable is 28.061, which is greater than the value (f) tabular and 3.99 at 0.05 and the degree of freedom (1, 82). Table (3) shows this, which means that there is a statistically significant difference among research group members between the modification averages of the aggravating behavior and the benefit of the experimental group.

The researchers attribute this result in the improvement of students' positive behaviors to the content of the program and the assimilation and acceptance of students to the program. Which has had the obvious and helpful effect in modifying students' behavior and working to cultivate trust within themselves, The circumstances that our society has experienced have made the individual more vulnerable to isolation and away from confronting many situations for fear that anxiety will return to their thoughts, surrender to others, and inability to take responsibility. Psychological empowerment gives an individual impetus to confrontation, non-withdrawal and timely decision-making

Second hypothesis:

"There is no significant difference at 0.05 between the two averages of self-efficacy development perceived by members of the research sample depending on the group variable"

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To verify this hypothesis, the researchers extracted the computational averages and standard deviations of the difference between tribal and remote applications of the perceived self-efficiency measure of the members of the two groups and table 4 shows this.

Table (4) Computational averages and standard deviations to develop perceived self-efficacy

Group	Sex	Number	Computational averages of tribal testing	Computational averages for remote testing	Standard deviation rage (difference between tribal and remote applications)	Development standard deviation
Experimental	Male	22	135.682	154.955	19.277	25.544
	Female	20	152.100	34.500	34.500	17.464
Total Experimental			127.071	153.595	26.524	23.126
control	Male	21	111.381	117.0952	5.714	17.094
	Female	23	119.004	4.345	4.345	7.422
All Female control			114.955	117.6818	2.727	13.131
Total Sex	Male	43	123.814	136.465	12.651	22.637
	Female	43	133.977	16.047	16.047	21.679

To detect the statistical connotation between the growth averages of the members of the research groups depending on the group's variables and gender interaction and to test the three subthemes, the diversity analysis test was applied with a binary interaction (ANOVA-2WAY) and table (5) shows this.

Table (5) Two-way variation analysis test results for self-efficacy development averages perceived by members of the two research groups according to group variables and gender interaction

Sources of divergence	Freedom Grades	Total squares	Average total squares	Zero Value		indication
				Calculated	Scheduling	
Group	1	12380.546	12380.546	38.232	3.99 (0.05) (82 , 1)	There is a difference
Sex	1	485.103	485.103	1.498		There are no teams.
Group × Sex	1	2350.815	2350.815	7.259		There is a difference
Error	82	26553.649	323.825			
Total	85	41509.535				

It is clear from the table above that the value (f) calculated according to the group variable of (38.232) is statistically significant because it is greater than the value (f) of (3.99) at the indicative level (0.05) and the degree of freedom (1, 82) and for the experimental group, while there is no difference of D depending on gender.

The researchers attribute this result to the role of the program and its sessions, which consisted in the way of giving and communicating information to the student. As well as the stories and questions that made students, more motivated to participate in the presentation of opinions and ideas, that helps develop their self-perceived competence and know their abilities and how to control their behaviors and produce behaviors and make decisions as required by the situation. During the programme's implementation, the researchers noted and demonstrated the desire of both sexes to develop their knowledge and conscientious skills through their

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enjoyment of the programme and their active and positive participation by asking questions, entering into the details of the programme and expressing different opinions and perspectives.

Conclusions

In the light of the research findings, the researcher presented the following conclusions:

1- The Empowerment Skills Program contributed to modifying the defeatist behavior of university students, and at the same time contributed to the development of their self-efficacy.
2- Students who are subjected to educational programmers based on empowerment skills are shown to have the ability to control their behavior and competence through their own communication compared to students who do not participate in this type of program.

Recommendations

In the light of the research's findings, the two researchers made a number of recommendations, including:

- Emphasize the need for university professors to use methods that increase students' motivation, confront conditions and not surrender.
- The heads of departments organize educational seminars for students and familiarize them with some concepts and work towards their development as the concept of perceived self-competence, positive behavior and art of confrontation.
- To provide scientific and psychological programmers to reduce the phenomenon of defeatist behavior and to intervene quickly in order to prevent its negative consequences for society.

Proposals

Reconciliation

Complementing the good results of the current study, the researcher.

1- The development of defeatist behavior and its relationship to self-fragmentation among secondary school students.
2- Perceived self-experience and its relationship to linguistic intelligence among middle school students.

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