

Self-Accusations Of Educational Counselors

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Abstract

The current study aimed to identify: Anti-self-accusations of educational counselors - Significance of differences according to gender variable (male - female). The study sample consisted of (250) male and female counselors, in Dhi Qar, (162) males (64.8) and (88) females (35.2), as the sample was chosen in a proportional random manner from the research community. For the purpose of achieving the objectives of the research, a scale of anti-self-accusations, consisting of (30) paragraphs, was prepared in its final form, and its psychometric properties were extracted, and to treat the data statistically, the researcher used a number of statistical methods based on the statistical package (SPSS). Also, there are no differences in the relationship according to the gender variable (males - females), and in light of the results reached, the researcher presented a number of recommendations and suggestions.

Keywords: Self-accusations, education, counselors.

Introduction

Research Problem: During their lives, individuals go through many accusations that they face in their daily lives, and these accusations constitute difficult situations and pressures on them, threatening themselves and causing anxiety, if they generate a feeling of insecurity and comfort, although some situations may be the result of circumstances beyond their control and control. The individual who is dominated by self-accusations loses his ability to interact constructively with society and tries to escape from all stimuli that he perceives as threatening his life, and his increased potential for creativity, and becomes an escape Reality swims in torrential streams of psycho delusions The killer, which limits his vitality and stands in the way of his activity and disrupts his goals in life (Abdul-Khaleq, 1987: 138). And self-accusation, as indicated by the psychologist (Miller 1993), is a state accompanied by a lot of feelings of pain, remorse, and a lack of opportunities in life, and the individual feels that he deserves

punishment and deprivation of all the good things in life (Miller, 1993, p. 4) Where a study (Harder, et al, 1992) found that self-accusation is positively associated with some unhealthy variables, as individuals who suffer from self-accusation show a high level of depression, feelings of despair, suicide attempt, shame and social anxiety (Harder, et al., 1992). al, 1992, p. 548). From the above, the researcher finds that the research problem is closely related to educational counselors, because they are exposed to unsafe environmental and social pressures, and it may affect their psychological health and their view of themselves and their future life, so this research came as a scientific attempt to answer a main question: Are there anti-self-accusations of educational counselors?

Research significance: Educational psychologists point out that the beliefs and ideas that individuals attribute to their success and failure have an impact on their level, achievement, abilities, and the amount of efforts and mental energy they show. Rather, they tend to correct their past

mistakes are more motivated than those who direct feelings of failure and frustration at themselves (Khalil et al., 2010: 231). Some of the most important and acute trials do not take place in a courtroom, but battles the greatest Often the ones that rage within us as we face the roles of the prosecutor, the accused, and the judge When we discuss Our own fault. Sometimes we decide that we are guilty even when such guilt is irrational or undeserved (Zughaibi, 2008: 9). Self-accusation arises when an individual believes he or she has violated subjective standards of ethical behavior or fears that others will violate them (Sharon, 2002, p.368). Despite the negative effects caused by self-accusation on mental health, and poor compatibility, it has positive aspects as well. Self-accusation can be an adaptive behavior when it is employed in perpetuating relationships of coherence and compatibility. Layard (2006) sees that there are rational accusations, when we We see a rich man, or any person of such a position as to possess some wealth, that we feel not envy, but envy, but counter-accusation, these comparisons, between opportunity, which were at one time prepared before us, and the achievement which Layard calls the rational counter-accusation, which generates in men an impulse and a desire greater in hard and fruitful work, and in order to avoid those feelings. (Mohammed, 2017: 429 - 430). This study gains its importance from the concepts that it dealt with in terms of its modernity, so it occupies a special importance on the theoretical and applied levels. The importance of the study can be determined in the following points:

The theoretical importance: It is the only study that dealt with the study of the variable of anti-self-accusations of educational counselors, according to the researcher's knowledge, as no Iraqi, Arab or foreign studies were found that dealt with this relationship - Scientific addition in the field of psychology to Iraqi libraries - The study also dealt with an important segment of society, namely, educational counselors, as the educational counselor is a cornerstone in the educational process and other fields in society.

The practical importance: Preparing a scale (anti-self-accusations) and this scale could be used by researchers in future studies.

Research objectives: The current research aims to identify: Self-accusations of educational counselors - The differences in the relationship according to the gender variable (male-female).

Imitations of Research: It defines objective, human, spatial and temporal concepts.

.1Objective determinants: the anti-self-accusations of educational counselors - Human determinants: educational counselors in the schools of Dhi Qar Governorate (males - females) - Spatial Determinants: Schools in Dhi Qar Governorate - Time determinants: 2022 / 2022)

Defining the terms:

First, self- recriminations: defined by: (Horney1939) the intense desire of the individual to take the blame for any unpleasant event and direct it to oneself, even though the matter is not worth it, and the things for which he blames himself may not actually happen and are exaggerated (Horney 1939, p235). Also defined by (Zoghbi, 2008) "Psychological pain that the individual feels internally in the form of an internal dialogue between the individual and himself, in which he decides that he is mistaken and has committed unforgivable sins, which are exaggerated and illusory feelings of guilt that are not related to a clear mistake that illusion that those around him know them and are linked to mistakes related to himself or others " (Al-Zughaibi, 2008: 19). The Theoretical definition is: The researcher adopted Horney's (1939) definition mentioned above because it matches the objectives of the current research.

Literature review

1. Self-accusations

Concept of the Self: The subject of the self has taken a wide space and in many fields, including the religious, social, philosophical, and psychological fields,

and whoever looks at the specialized literature in this field shows us the result that the self-constitutes an important and almost central dimension in the human personality. The issue of the psychological medium who controls and directs behavior has been raised repeatedly, and perhaps the most well-known conception of the existence of an entity that shapes the destiny of man is the concept of spirit, and the spirit in the eyes of religious thought is immortal, free and of divine origin (Hall, 1971). The concept of self-dealt treated with many philosophers, including Nietzsche, who sees the transformation of misery into a sense of sin, fear, and punishment. The sinful person, who torments himself by himself, by directing blame and accusation towards his conscience. Then he feels that he is sinful, and Nietzsche sees to this person, he always feels misery and fear of making mistakes (Sheal, 2000: 82). The concepts of the self-became clearer and more interested, when psychology began to separate from philosophy. William James (1880, William James) wrote in his book: (Principles of Psychology) a lot about the self and is credited with everything he writes today about the self and the ego and opening the door It was widely used by researchers who came after him, and he believed that the self has two dimensions, one of which has an executive function related to the subject of philosophy. The second is the subject as an object; it includes anything that causes an individual to believe it belongs. James's most famous definition of the self is a sense of identity (Thomas, 1993, p.40). Adler, Sullivan and Horney see that the self is formed through accumulated social experiences (Burns, 1979: p. 19).

Recrimination: The concept of counter-accusations is one of the terms rooted in antiquity and even before human life as a whole. And the Holy Qur'an conveys to us the first eternal dialogue between the Creator, the Mighty and Sublime, and the angels in the saying of the Most High and when you're Lord said to the angels, "I am going to create a vicegerent on the earth." They said, "Would you place in it one that will cause corruption in it and shed blood while we glorify your praise and sanctify

you?" He said, "I know what you do not know." (Al-Baqarah, Verse 30) The angels leveled the first accusation of corruption and crime for man before he was created.

Among the commonly used terms, perhaps the most common and used throughout history, is accusation. And the media may use it daily, as this state accuses that, and even at the level of individuals and groups, we are always looking for a side, accusing it to drop the reasons for our failure and justify our failures, in order to convince others or ourselves in order to reduce the stresses caused by the sense of failure. But when we are alone with ourselves, confessions only occur, and the accusation from others turns toward self. (Al-Zoghbi, 2008: 26). Self-accusation is viewed from different philosophical, psychological, and social points of view. The Greeks believed that evil is a tax for good and that it is from human nature, and man must get rid of it by purifying the soul. And according to the Greeks, in order for the individual to be moral in his behavior, he must show self-control over the soul and hold it accountable for any error, and that his behavior is constantly evaluated in order to live a healthy and acceptable life with himself and with others, and in order to be virtuous, he must establish a relationship of submission with the soul, constantly watching and holding it accountable. (Sheial, 2000: 82)

2. Theories that explain anti-self-accusations

Karen Horney (1855 - 1952): A social, psychological view, which gives more weight to social relations in the formation of the personality, and sees that the center of the personality is not sex and aggression, but rather the need for safety. She agreed with Freud on the importance of the first five years of childhood, but emphasized social rather than biological forces although she directs her main attention to the neurotic development in our personalities (and this is what is unique to her theory). Until her theory became called (Philosophical-Cultural Psychopathology), which she came up with and described the development of the neurotic personality and the investigation of internal

interpersonal conflicts and neurotic methods for solving them by man, and that all of this is closely related to the moral issue. (Horney, 1950, p. 230) Despite Horney's agreement with Freud that every person has a conscience and feels guilty as a result of responding to the requirements of the conscience and as a result of the tension between the ego and the superego. However, she believes that the individual with a healthy structure can confront and resolve his psychological conflicts. Integration of the three basic forces (Id Ego Super Ego) underlies his behavior and agrees between them. As for the person with the neurotic structure, he has a feeling of inferiority and self-accusation because of the hardening and intensity of the higher ego (Al-Shammari, 2001: 245). She believes that the social environment has a basic role in shaping the human personality, determining the extent of its compatibility, and its sense of sufficiency or lack thereof. With him and with others, through love, acceptance, a sense of strength, and achievement, the social environment creates three orientations for individuals:

(Staying away from people, moving against people, moving towards people) (Schultz, 1983: 102): The term anti-self-accusation first appears in more detail in Karen Horney's book, *Our Contemporary Neurotic Personality*, as a neurotic feeling guilt. It confirms that the structural image manifest Comprehensive neurotic feelings of guilt play a major role in neurosis. It is expressed frankly, openly clear sometimes you find it disguised. However, the behavior reveals it suggestively through ways of thinking, attitudes, attitudes and reactions reacting. The neurotic person tends to take responsibility for his suffering, and this feeling may be vague and may be associated with prohibited and socially unacceptable thoughts and activities, such as masturbation, sexual desires with incest, or wishes for the death of a relative as a result of these thoughts. The person tends to feel guilty (Horney, 1937, P.230). (Horney, 1988) adds that the description of self-contempt and contempt for others is available together, and is more clear and aware depends on the whole

structure of the entire neurotic personality structure, and that the greater the compliance of the individual, the greater his accusations of himself for his failure to live up to his ideal image. More inclined not to his slogan that others do not need him, and that the effect of this idea is harmful to a great degree, it turns him into a shy, pretentious, aloof and humiliated person towards any kind of tenderness and appreciation and his self-confidence may be destroyed (Horney, 1988: 82). The basic idea of Horney's self-accusation is based on the fear of disapproval and approval. When feelings of guilt are carefully examined, many express concern or try to defend against it. Whatever the fears, they revolve around one point, the fear of censure. This fear is common among neurotic patients, although the neurotic appears to be certain of him and does not care about the opinions of others, but in fact he is excessively afraid of criticism. Feelings of love or submission as long as his aggressive reactions or demands are exposed. He becomes anxious, not because he feels guilty, but because he sees that his chances of obtaining support and backing are at risk. And when he acquires enough self-confidence and acknowledges it, he finds that it does not arouse disapproval. At that time, the feelings of guilt disappear and he feels guilty because he is highly dependent on public opinion as a result of this concern, as well as his general sensitivity to disapproval remains unchanged even if the feelings of guilt disappear (Horney, 1937: p235). (Horney, 1950) adds that self-accusation conceals feelings of guilt that are characterized by irrational elements, not only in his self-accusation, but in his feelings that teach him that he does not deserve any sympathy or appreciation, and seeks to go to the most irrational extremes, exaggerated to imagination. Sincerity, the neurotic is convinced that it is useless and a kind of contradiction emerges between the public feelings of guilt and the feelings of humiliation that accompany it. At a time when he declares his uselessness and that he commits many mistakes, you see him demanding the appreciation of others and keen on their positions and their satisfaction. Horney believes that those with a self-accusation complex were fully

reflecting what they did and did not do. Someone might think for hours about what the person said and what the other said and what he said to the latter, and they hide many of their motives and they do not accuse themselves openly and do not try to hurt the feelings of others, and it is sometimes difficult to distinguish whether their reactions and reflections are a matter of integrity or good intentions (Horney, 1950, p. 240) When Horney lists needs in her book *Self Analyses*, she calls them neurotic tendencies. The individual resorts to it in order to reduce the anxiety that he is exposed to about the disturbance in his relations with society. The neurotic tendencies associated with self-accusation are:

- 1- The neurotic need for support and is linked to self-accusation through fear of lack of self-esteem and fear of other opponents.
- 2- The neurotic need for a colleague, the most important of which is the fear of abandonment and isolation
- 3- The neurotic need for perfection and approval, and one of its features is contemplation of possible mistakes and holding oneself accountable for them, and the fear of discovering the mistakes committed is the fear of criticism, blame and self-accusation. The individual builds a strategy and says to him, "If I make you love me, you will not hurt me" (Fahmy, 1976: 257).

Horney (1988) introduces the term ideal image or ideal-self Which means that a person attributes to himself advantages that he does not possess or desire to possess, and the more unrealistic the ideal self is, the greater his clinging to external estimation. It has to gain people's sympathy and sympathy, and it may turn the aggression into itself and degrade itself and blame it (Horney, 1988: 179). Heine (2002) pointed out that realistic self-evaluations represent how people currently see themselves, while idealistic self-evaluations show how people want to be perfect, and we explain this in the frankness between these two models in self-evaluation, which is a way to measure

individuals' dissatisfaction with themselves. (Heine, 2002, p.382) And if his focus is on the real, real self, which errs with great contempt when balancing it in an ideal way, the individual tries to bridge the gap constantly and force himself to reach the level of perfection. He believes that he can achieve his perfection if he is more frank with himself and more cautious (Horney, 1988: 75).

Note that the researcher adopted Horney's theory (1939).

3. Previous studies on self-accusations

After reviewing the literature and previous studies about the research variable, there are no Arab and foreign studies on the sample of the current research (educational counselors) according to the researcher's knowledge, so the researcher relied on studies that dealt with the research variable (anti-self-accusations) in the problem and importance of the research that the researcher dealt with in the first chapter.

Research Methodology and Procedures

This includes a presentation of each of the research methodology used, the procedures followed by the researcher for the purpose of achieving his research objectives of defining the population, selecting the sample, and a detailed presentation of the tools used for all data and extracting their psychometric properties, and the most important statistical methods used in the current research.

Research Methodology: In the current research, the researcher relied on the descriptive (relational) approach as one of the important and appropriate scientific approaches in psychological studies, as it is the best method for studying the fields of various human and natural phenomena. The phenomenon is as it is in reality, as it is accused of being an accurate scientific description, and expresses it quantitatively and qualitatively. As the qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression gives us a numerical description to show the amount and size of the phenomenon, and the degree

of its connection with other phenomena (Obaidat, 1996: 289).

Research Population: The research community means all individuals or elements that share one or more characteristics that distinguish it from the rest of the societies that through it, the researcher seeks to generalize the results of the study to them (Al-Jabri and others, 2013: 178). The current research community is determined by educational counselors in Dhi Qar and according to the gender variable (males - females) for the academic year (2020/2021). Their number is (566). Mentor and guide at the rate of (367) males and at a rate of (8.64) and (199) for females, at a rate of (1.35).

Research Sample: The sample is a model that includes part of the units of the original

community concerned with research and study, which are representative of it. Choosing the sample is necessary because the researcher cannot study all units of the original community (Kandilji, 1993: 113). The purpose is to complete the research procedures and achieve its objectives. The sample was chosen The proportional random method, as the sample was selected for each of the sexes (males - females) according to their percentage of the community (44.0), and through that the sample of the current research consisted of (250) male and female counselors who were chosen in a proportionate random way from the total community at a rate of (162) of males, at a rate of (8.64), and females at a rate of (88) and at a rate of (2.35). As shown in Table (2).

Table (2) Statistical analysis sample distributed by sex (males - females)

male	The ratio	female	The ratio	the total number
162	64 .8	88	35 .2	250

Research instruments: In order to achieve the objectives of the current research, it is necessary to provide two tools that are compatible with the research literature, the theoretical framework and the characteristics of the society. Anastasia (Anastasia 1976) defined the measurement tool as (an objective and codified method for measuring a sample of behavior), (Anastasia, 1976. P. 27). To this end, he took the following steps:

First, the scale of self- recriminations: After reviewing previous studies and reviewing the psychological literature and in order to achieve the objectives of the current research, the researcher prepared a scale of anti-self-accusations of educational counselors, through which the anti-self-accusations could be measured according to the following.

- Defining the concept of anti-self-accusations: In order for the scale to accurately measure the concept, we must define the behavior that must be measured clearly and consistently. 1939) who defined (the intense desire of the individual

to bear the blame for any unpleasant event and direct it to the self, even though the matter is not worth it, and the things for which he blames himself may be really unrealistic and exaggerated) (Horney, 1939.p235).

- Define scale areas. Based on the definition based on the concept (anti-self-accusations) and after reviewing the previous studies and literature and through the definition of (Horney 1939), there are no areas for this scale according to the researcher's knowledge.
- Drafting the scale items in their initial form. One of the most important steps in preparing the scales is the formulation of the paragraphs. The accuracy of the scale depends on the strength and accuracy of measuring the quality or characteristic for which the scale was developed to measure it (Khairallah, 1987: 413). The characteristics of the scale depend on the characteristics of measuring

the items and a theoretical definition. The researcher was able to formulate and collect the paragraphs. He also took into account the following points in the paragraphs: Behavioral attitudes must be clear - Avoid starting with the negation method in formulating behavioral situations. That paragraph measures only one goal, (Samara, 1989: 81). It reached (30) paragraphs in its initial form to measure the anti-self-accusations as shown in Appendix No. (3). Five alternatives were identified (applies to me completely, applies to me a lot, applies to me moderately, applies to me little, does not apply to me at all) corresponding to a scale Grades (5, 4, 3, 2, 1) for the positive paragraphs and for negative paragraphs (1, 2, 3, 4, 5).

- Prepare scale instructions: It is better that the scale instructions are easy to understand, clear, and give the respondent an initial picture of how to answer, and not mentioning the name of the respondent will make him feel comfortable. In order not to give himself a perfect picture (Alport, 1963: 106), in order to meet the requirements of the research, the researcher is keen to include a description of the scale so that the respondent does not

hesitate when answering, as there is no right or wrong answer as far as expressing the opinion of the respondent and that the researcher is only a unit He can see the answer. It also urges the examinee's instructions to give an honest answer and to avoid leaving any paragraph without answering it.

- Verify the validity of paragraphs (virtual validity): In order to identify the validity of the paragraphs of the scale, the researcher presented the scale in its initial form (30) to (20) experts from specialists with experience in the field of educational and psychological sciences as in Appendix No. (2), to express their opinions and observations about the scale in judging the suitability of the scale for the purpose for which it was developed. In light of what the experts decided, paragraphs (1, 11, 12, 22, and 26) were amended. The researcher took the percentage (80%) or higher of the arbitrators' opinions as a percentage of approval of the paragraphs, and in light of the arbitrators' opinions, no paragraph was deleted so that the number of paragraphs in the scale that will be statistically analyzed is (30) items as shown in Table No. (3).

Table (3): The opinions of the arbitrators on the paragraphs of the self-accusations scale

vertebrae	number of paragraphs	number of arbitrators	Number of Approving	Number of disapproving	Paragraphs that need to be modified	percentage	Calculated chi-square	tabular	Indication level 05 .0
) From1 () to30 (paragraphs	30 paragraphs	20	20	0	5	100%	20	84 3 .	function

- Survey application: The researcher conducted this application, the aim of which was to know the extent of the clarity of the instructions, the items of the scale, as well as the extent to which the respondents understood the items of the scale

and its alternatives. And to identify the difficulties they face in answering, as well as the time taken to answer, so the researcher applied the scale to a random sample. It consisted of (40) male and female guides, it is necessary

to verify the extent to which the sample that was conducted the study understands the instructions of the scale and the clarity of its paragraphs for them (Faraj, 1980: 160). It was found from this that the instructions, paragraphs and alternatives are understandable to the respondents, and that the time taken to answer ranges (10-20) with an average of (15) minutes.

- Correcting the scale and finding the total score: The scale items were formulated in both positive and negative forms. As the number of paragraphs of positive content reached (18) paragraphs, and the number of paragraphs of negative content (12) paragraphs. As for the alternatives to answer towards the content of the paragraphs, the researcher used the method of lekerth five (applies to me completely, applies to me a lot, applies to me moderately, and applies to me a little). It does not apply to me at all). Corresponding to the scale of degrees (5, 4, 3, 2, 1). This is with regard to the items with positive content. As for the items with negative content, they are matched by a scale of degrees (1, 2, 3, 4, 5). In this way, the total score for each respondent on the scale was calculated by summing their response scores on all items, so the highest score that can Obtaining it is (150) and the minimum score is (30). The hypothetical mean of the scale reached (90) to judge the research sample if they have anti-self-accusations or not.
- Statistical analysis of paragraphs of anti-self-accusations: The process of statistical analysis of the basic items is the numbers and the adoption of the items that have good psychometric properties makes the scale more honest and stable (Anastasi, 1988. p.192). When I came back to measure it, therefore, the statistical analysis of the paragraphs is more important than the logical analysis, because it

verifies the content of the paragraph in measuring what it was prepared to measure. By verifying some of the standard indicators of the paragraph, such as its ability to distinguish between respondents, and its validity coefficient because the logical analysis of the paragraphs has Sometimes it does not reveal its validity or validity accurately, while the statistical analysis of the scores reveals the accuracy of the paragraphs in measuring what they were designed to measure, (Ebel, 1972. P. 406). Therefore, the researcher conducted the statistical analysis according to the following:

- a. Calculating the psychometric properties of the items: The psychometric properties of the scale items are of great importance in determining its ability to measure what was actually set to measure it. Since the selection of items with appropriate standard characteristics can be considered a measure with good characteristics, it is necessary to check the standard characteristics of the items to choose the appropriate standard characteristics, and to modify or exclude the inappropriate items (Ghiselli, el, 1981. P. 421)..
- b. .2Sample statistical analysis of the items: The owners of psychometrics agree that the discriminatory nature of the item and its validity are among the most important standard features that must be verified in psychometrics (Al-Masry, 1999: 92). To measure these two characteristics of the self-accusations scale, the scale consists of (30) items. It is used for a sample of (250) guides and guides, and the sample is suitable for the scale of analysis. Because the individuals (27%) who used this sample when determining the two extreme groups of the total scores can achieve the correct size in each group and form a good contrast (Nunnally, 1978. P 262).

Discrimination Power of items: In the psychometric reference standard, calculating the discriminant density is one of its most important normative features because it shows that the measured paragraph can reveal the characteristics on which the psychometric is based or based on the individual relationship between the characteristics (Ebel, 1972. p.399). The method can identify the items that provide the most information about the differences in the individual answers, and delete the undistinguished items, which in turn will help improve the stability of the test (Moses, 2006: 582). The researcher applied the scale to the sample of (250) counselors, and corrected the answer model. The discriminatory character of the sample size segment was extracted, and the scores of the sample members were classified from the highest total score to the lowest total score. Kelly suggested that when calculating the discrimination power of the

paragraphs by the sample members (27%), the number of members in each extremist group in the two extreme groups in the total result (Awda, 1998: 286) and the number of individuals in each group was (68) mentors and counselors in the upper group and (68) a mentor and a guide in the lower group. The researcher used the t - test for two independent samples in calculating the significance of the differences between the two groups' averages in the scores of each item of the scale. On the basis that the calculated t-value represents the discriminatory power of the paragraph, and it became clear that all paragraphs are distinguished because they are statistically significant. Because its calculated value is greater than the T-table value of (96, 1) with a degree of freedom (134) and at a significance level of (0, 05), and the argument (5) shows the results of calculating the discriminant power of the paragraphs.

Table (5) the discriminatory power of the self-accusations scale items

the number	senior group		lower group		Calculated T-value
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
1	3.7794	1.06288	2.5735	1.13711	6.389
2	3.9706	1.05052	2.8676	1.10500	5.965
3	3.0147	1.36582	1.9412	1.10470	5.039
4	3.5294	1.26338	2.3382	1.25318	5.520
5	3.3824	1.36074	2.1765	1.17106	5.539
6	4.1471	1.04045	3.0882	1.15559	5.615
7	3.9853	1.16533	3.1471	1.33007	3.909
8	3.9412	1.09111	3.1029	1.06700	4.529
9	3.4118	1.16203	1.9853	1.11292	7.311
10	3.3382	1.39947	1.9412	1.03495	6.619
11	3.9706	1.06464	2.7353	1.43118	5.711
12	3.8529	1.22492	2.6912	1.21259	5.558
13	3.7794	1.10421	2.3529	1.11656	7.491
14	3.8676	1.07765	2.5294	1.02899	7.406
15th	3.6765	1.17741	2.7941	1.21629	4.298
16	3.3971	1.43662	2.1765	1.09191	5.578
17	3.6176	1.30475	2.0588	0.96014	7.935
18	3.8529	1.31880	2.5882	1.23669	5.768
19	3.5882	1.29563	1.8529	1.01135	8.706
20	4.1176	1.07244	2.7794	1.01989	7.457
21	4.2059	0.95509	2.6176	1.00787	9.432
22	4.0294	0.96151	3.0000	1.17181	5.600

23	4.2794	0.91171	2.5882	1.13605	9.574
24	3.9412	1.17031	2.5000	0.96417	7.870
25	2.6765	1.34321	1.7647	0.86590	4.705
26	3.4706	1.19039	1.8088	0.99637	8.827
27	3.8971	1.13479	3.0441	1.04287	4.564
28	4.0294	1.00700	3.1471	1.23705	4.562
29	3.6765	1.12557	2.4118	1.13605	6.521
30	4.0588	1.09111	3.0735	1.08334	5.284

Internal consistency (paragraph validity): The internal consistency was calculated as follows:

Relationship of the paragraph to the total score: The reliability of each part of the psychological scale is very important because the validity of the scale depends mainly on the authenticity of each segment, and logical validity can be used to estimate a representation of the characteristics to be tested (Abd al-Rahman, 1998: 184). However, the experimental validity through the correlation between the paragraph and the total score is more accurate. From its apparent validity, because it reveals that the concept measured by the paragraph is the same as the meaning that was measured through the total points, which means that these

paragraphs are in the measurement of the prepared content is a homogeneous measurement. Which means that each item aims to measure the same function as each item (Ahmed, 1981: 293) In addition to the above, excluding items that are not closely related to the overall score can improve the validity and reliability of the scale. The researchers agreed on the Pearson correlation coefficient and pointed out that the verification sample for this study consisted of (250) counselors in the current study. Anastasi indicated that the relevance of the paragraph to internal and external standards shows its validity. And when there is no appropriate external criterion, the overall score of the respondent is the best internal criterion for calculating this paragraph (Anastasi, 1976. P. 206). Table (6) shows this.

Table (6): Correlation of paragraphs with the total score of the anti-self-accusations scale

paragraph number	Paragraph correlation coefficient for the total score	paragraph number	Paragraph correlation coefficient for the total score	paragraph number	Paragraph correlation coefficient for the total score
1	0.376	11	0.390	21	0.484
2	0.425	12	0.389	22	0.341
3	0.380	13	0.460	23	0.531
4	0.416	14	0.477	24	0.484
5	0.410	15th	0.361	25	0.322
6	0.366	16	0.446	26	0.511
7	0.263	17	0.509	27	0.287
8	0.305	18	0.471	28	0.363
9	0.496	19	0.548	29	0.387
10	0.414	20	0.407	30	0.342

Table (6) shows that all correlation coefficients are statistically significant, as the values of their correlation coefficients with the total score were greater than the tabular value of (138.0) with a degree of freedom (248) and at a significance level of (0.05).

Standard properties (psychometric) of the scale of anti-self-accusations: The efforts of people interested in psychometrics tend to improve the accuracy of psychometrics by defining the standard psychometric features of the

scales and their clauses, which can indicate that they are measuring and measuring. Deal with the least possible number of errors (Al-Masry, 1999: 36), one of the most important normative characteristics confirmed by psychometric experts is SMATA, (validity, and stability) because the accuracy of the data or the scores we obtain from the psychological scale depend on it (Abdul Rahman, 1998): 227).

The researcher verified these characteristics as follows:

First: The validity of the scale (Validity of the Scale) is one of the most important normative characteristics confirmed by psychometric experts; its two attributes (Validity and Reliability) because the accuracy of the data or the degrees we obtain from the scale depends on it (Awda, 1998: 335). As for the current scale, two honest indicators were extracted: (apparent validity and construction validity). The following is an explanation of the above:

A: Apparent validity: Depends this validity is to the extent that the scale represents the different fields or branches. It's measuring capabilities or characteristics. And the balance between them, therefore, it becomes logical to make the content of the scale true if it represents all the ability or the characteristic that is being measured, as Anderson refers to the main aspect of this validity, which is that it is representative and appropriate for the scope of behavior to be measured, (Abdul Rahman, 1998: 150). This goal was achieved when experts specialized in the field of educational and psychological sciences reached an agreement on the validity of the paragraphs of the anti-self-accusations to be measured.

B: Construct Validity: validity that represents the concept of validity, and it is sometimes referred to as the validity of the concept, or the effectiveness of hypothesis formation. Construction of the degree to which the scale measured is theoretically or to a specific feature. Specialists point out that there are some indications, and indicators of the validity of the construction, perhaps the most important of which are the differences between individuals, as it is logical to assume that individuals differ in the extent of their measured characteristic, and this

assumption should be reflected on their performance on the scale, (Faraj, 1980: 315).

The researcher verified the validity of the construction through the indicators mentioned in the statistical analysis of the scale items, which are :The discriminatory power of paragraphs - The relationship of the paragraph with the total score.

Scales Reliability Indicators indicates stability to the accuracy or consistency of the scale if a person uses the same scale or a group of the same questions, or similar questions, several times to get the same score. 481). the purpose of calculating the reliability is to evaluate the errors of the scale, and to suggest ways to reduce these errors, and there are many ways to verify the stability of measurements and psychological tests. Including that measures external consistency, which is the method of retesting, (Retest - Test), which is called the coefficient of stability over time. And the Equivalent Forms method, which depends on preparing two equivalent images for the scale in terms of the characteristics and nature of the paragraphs (Ebel, 1972. p.412). Including what measures internal consistency, which is the split half and the Facronbach method.

The stability was calculated using the retest and alpha- Cronbach methods.

Test method Retest Test: Ferguson stresses that the method of extracting stability and stability factors, in this way, is to re-apply the scale twice on the same group of individuals, in two different time periods (Melhem, 2002: 257). According to (Ebel, 1972) the correlation coefficient between the degree of the first application and the second application of the scale is the scale's stability coefficient. The stability coefficient in this case is called the stability coefficient over time (Ebel, 1972. P. 132).

To extract stability in this way, the scale was re-applied to an independent random sample consisting of (50) counselors with an interval of (14) days since the first application. Where Adams indicated in order to re-establish the stability of the scale, it should not be more than two weeks from the first use. The Pearson correlation coefficient was calculated between the first and second degree of use. The correlation coefficient (81.0) is a measure of access,

and this value is a good indicator of the stability of the individual's response to the scale over time. Where (Al-Esawy) indicated that if the correlation coefficient between the first and second applications is (70.0) or more, then this is a good indicator for the stability of standards in educational and psychological sciences (Al-Esawy, 1985: 58).

Cronbach's Alpha equation: The goal of finding the reliability coefficient in this way is to ensure the consistency of the individual's performance on the general scale from one item to another. If it indicates the overall homogeneity of the items of the scale - and the stability of the responses of individuals, the content of the scale whenever it is homogeneous, the stability of the internal consistency will be high (Al-Zamili et al., 2009: 276). Given that the paragraph is a self-contained scale, the discrepancies between the degrees of the stability sample are calculated on all the paragraphs of the scale. Where the scale is divided into a number of individuals equal to the number of its paragraphs, the stability was extracted in this way from the degrees of the independent sample forms amounting to (50) mentors and counselors and using the alpha-Cronbach equation as the alpha coefficient reached (83.0). It is a good stability coefficient.

Final formula for the Anti-Self-accusations Scale: The scale of the anti-self-accusations consists of (30) paragraphs in its final form, and five alternatives have been put before each paragraph: (applies to me completely, applies to me a lot, applies to me moderately, applies to me little, does not apply to me at all) and corresponds to a scale of degrees (5, 4), 3, 2, 1) respectively for the items that measure the concept. In this way, the total score for each respondent was calculated by algebraic addition of the scores of his answers on all items of the scale.

Statistical means:

1. Chi -square test: To find out the significance of the differences in the number of experts who agreed on the items and areas of the scales and those who did not.

2. T-test for two independent samples to calculate the discriminatory power of the scales items, as well as to find the differences in the research variables according to the type variable.
3. Pearson's correlation coefficient (Person Correlation Coefficient) to calculate the correlations between the paragraph score and the total score of the two search scales, and also to find out the stability by retesting.
4. Alpha-Cronbach's internal consistency equation was used to extract stability by the alpha internal consistency method.
5. Skewness.
6. kurtosis;
7. One-sample T - test
8. The T-test for the significance of the correlation coefficients.

Presentation, discussion and interpretation of the results

This includes a presentation of the results that have been reached, based on the objectives that have been identified. Interpretation and discussion of these results are according to the theoretical framework and previous studies. And the characteristics of the community studied in the current research. And then come up with a set of conclusions, recommendations, and suggestions. The results can be presented as follows:

The first objective: To identify the anti-self-accusations of educational counselors: To achieve this goal, the researcher applied the scale of anti-self-accusations on the experts, which consisted of (30) items. The research sample consisted of (250) male and female guides, and the results of the research showed that the arithmetic mean of the degrees of this sample on the scale reached (8640.93) degrees, with a standard deviation of (27491.15) degrees, and for the purpose of knowing the significance of the differences between the arithmetic mean and the mean The hypothesis that reached (90) degrees. The researcher used a one-sample deductive test, and the difference was found to be statistically significant. The calculated t-value amounted to (000.4) which is greater than the tabular t-value of

(96.1), at a significance level of (0.05), and at a degree of freedom (249). This means

that the research sample have self-accusations. Table (17) shows this.

Table (17): One-sample t-test of the Anti-Self-accusations Scale

variable	the number	Arithmetic mean	standard deviation	hypothetical mean	T value		Indication level
					calculated	tabular	
Anti-self accusations	250	93.8640	27491.15	90	4.000	1.96	function

The results can be interpreted according to the theory and the adopted definition, where the basic idea of Horney is based on the fear of disapproval and the request for approval. He has anxiety because he feels guilty, but because he sees that his chances of obtaining support and support are at risk. The results of this study agreed with the study of Al-Zughaibi (2008) and the study of Johnny (2015). It also differed with the study of Muhammad (2016).

Conclusions

In light of the results that the researcher reached by analyzing and discussing the data, he concluded the following:

1. The educational counselors have anti-self-accusations according to the gender variable (male-female).
2. There are no differences in the relationship according to the gender variable (male - female)

Recommendations

Based on the results of the current research, the researcher recommends the following:

1. The necessity for educational counselors to benefit from the scale of anti-self-accusations, which was confirmed by the researcher in revealing the educational counselors who have anti-self-accusations.
2. Develop the educational counselors' awareness of the positive features that they should be distinguished by, in particular, through lectures and seminars.
3. The necessity of paying attention to research conducted on educational counselors, especially psychological, physical,

occupational, health and social variables.

4. The necessity of paying attention to the counsellors and finding a variety of ways to attract them and create a safe and stable environment that enables them to solve their life problems.
5. Conducting training and development courses inside and outside the country to get acquainted with modern methods of guidance and educational guidance for self-improvement.

Suggestions

In light of the research results and to complement the current research, the researcher presents the following proposals:

1. Conducting other studies and building modern measurements for the variable of anti-self-accusations and linking them with other variables to know the accusations in the Arab and Iraqi environment in particular.
2. The researcher also suggests applying the anti-self-accusations scale to other samples (such as judges, lawyers, and other deserters).

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