

## The Effectiveness of an Intervention Program Based on Ryff Theory in Reducing the Neuro-Personality Needs of Middle Students in Mosul

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**Abstract:** *The objective of the current research is to recognize "The effectiveness of an interventionist program based on theory (Ryff) In order to reduce the neuro-personality needs of middle school students in Mosul". In order to achieve the objective of the research two hypotheses were drafted. The researcher designed an intervention programmer based on the Carol Ryff theory and the researcher prepared the neural needs scale for the character, and the psychometric properties of the scale were extracted (honesty, consistency, discrimination). And the researcher used the statistical pouch (SPSS) to extract the results and the most important statistical means used are (Pearson correlation coefficient, t-correlation coefficient for coefficient, t-test test for two interconnected samples, binary variation analysis, kai square, cohen-effect coefficient and eta-earning- Schaffe ratio equation). Results showed a statistically significant difference at an indicative level (0.05) between the grades of tribal and postgraduate applications of the personality neural needs measure in individual's Experimental groups 1st and 2nd. There is no statistically significant difference at 0.05 in research group members between the averages of reducing perceived neurological needs depending on the sex variable.*

### Research Problems:

The World Health Organization (WHO) report noted that around 450 million people suffer from psychological and behavioral disorders worldwide. A quarter of humans will experience one or more neurological personality disorders at some point in their lives, and it is estimated that neuropsychiatric disorders cause the loss of about 13% of the age corrected by calculating the duration of the deficits caused by all diseases and accidents, around the world. Given the common limitations of the effectiveness of therapeutic methods in reducing the deficit caused by psychological and behavioral disorders, neurological needs are one of the main disorders that play a role in an individual's personality impairment and poor ability to adapt to the environment with which they are required to interact (WHO, 2005:15). Therefore, the two researchers prepared an interventionist programmer based on the principles of positive psychology based on his main ideas from Ryff's theory. (Ryff) To develop students' positive ideas and behaviors instead of negative thoughts and neurotic characteristics to achieve their desires and goals in an

acceptable manner using valid methods aimed at building effective personalities capable of coping with pressures and solving problems with a view to achieving emotional balance. Therefore, the main problem of research is the following question:

Will the two researchers' intervention programmer contribute to reducing the neurological needs of middle school students? This question is the basis of the research problem, as is the chief justification for its conduct.

### **The Importance the Research**

Achieving mental health and building a healthy personality are key developmental demands. This goal requires the individual's constant and sustained pursuit of a sound personality capable of overcoming obstacles and resolving internal conflicts. An individual may not be able to achieve mental health and build a positive personality because of a combination of factors that may be internal or external in origin. No human being is immune to mental suffering. No society is free of mental disorders, psychological crises, behavioral problems or personality disorders such as neurology, depression, anxiety, insomnia, etc. (Redouane, 2009). The individual may use defence mechanisms to avoid conflict resulting from the requirements of the outside world and the individual's internal needs. Especially when he wants something that the ego/ego does not agree with, which further exacerbates the internal conflict on the basis of Freudian analysis because the ego function is to operate defense mechanisms (Psychological defenses) as the most appropriate way to deal with conflict that causes anxiety (Lindzey & Campbell, 2004). Horney identified children's underlying concern through direct or indirect dominance. needs, lack of genuine guidance as well as humiliation or much admiration, or lack of parental love (Horney, 1945).

Neuroscience is the result of the conflicting values of competitive culture in Horney's words, especially when the means to achieve the goals set for individuals and the harsh experiences of childhood are absent. (2019) This proposition, as elements of competitive culture are an important factor in the production of neuro-individuals, and its results show that members of this community, whether rich or poor, have neurotic needs that cause them to look for defensive strategies to get rid of them but cannot escape their consequences (Torghabeh, 2019). Many studies (McAdams, 1994) have shown that high-ranking neurotransmitters decide that they have high levels of bad feelings. While low-grade neurotransmitters decide that they have low levels of bad feelings, it has also been found that high gangs are linked to complaints of ill health and acknowledging a greater number of disorders, as high-ranking gangsters tend to view midlife problems as a "crisis" (Abdulkhalek, 2015). The Barletta & Anderson, 2012 study noted a positive correlation between neuroscience and aggressive behavior and violence, as well as a negative correlation between conscience vigilance and aggression behavior (Mahmoud, 2015: 162). Lumb's study (Lumb, 1996), which applied the rationale of a group of high school students in South Africa, the results of which showed a positive correlation between irrational thinking methods and ideas and personality traits, including neural trait (Kaltsounis, 2001: 187-189).

Research in positive psychology has emphasized the importance of positive aspects in many important variables that affect an individual's development including levels of positive social behavior, and happy are the most successful in all these arenas of individuals with high levels of negative impact. Positive research in psychology has increased the focus on other human virtues. The concepts of positive psychology have received a great deal of modern experimental applications. The results have confirmed that the concept of well-being, hope and quality of life promote mental health, recovery from serious illnesses and injuries, academic performance, athletic performance, professionalism and in all aspects of life (Conoley & Jane, 2009: 16-17). Ryff theory is a theory that has played a significant role in positive psychology. One of the concepts put forward by the concept of psychological well-being, which has been described as an individual's cognitive and emotional assessments of his or her personal life, includes

feedback and cognitive judgement on satisfaction, self-fulfillment and achievement. Low levels of negative mood (Diener & Oishi 2002:63). Accordingly, the Ryff Model (1989) is an evolving model, which includes a range of dimensions aimed at developing and developing an individual's abilities and potential and helping them to adapt to the environment. Whether among family members, schoolmates or the community (Ryff & Singer, 2008) noted that well-being is essentially how an individual feels about his life, which is a way to build personal happiness maps. And some psychologists like Waterman have confirmed (Waterman, 2008) and Raff and Senger (Ryff & Singer, 2008) stated that well-being should not only be understood as feelings of pleasure, but it represents a positive impact on an individual's life and manifests itself through his authentic self-compatibility (Scollon & Laura, 2011).

Moving away from society and not interacting well requires the use of positive interventionist programmers to help guide the person and work to improve their mental health. Interventionist programmers are one of the means that contribute to changing a person's behaviors and relationships with society and reducing the impact of personality disorder. Psychosocial intervention programmers play a role in the treatment of certain psychiatric disorders, and stop negative behaviors especially "Addiction, anxiety, depression". Through psychological well-being programmers and positive educational subjects and that seeking to reduce the neuro-personal needs of middle school students requires further studies, research and interventionist programs, the preparatory stage of the complex stage, which requires researchers to intensify their interests and efforts, falls between adolescents and young people. Students need to know and know how to build a personality together and organize their personal, social and professional lives. Hence, the importance of this research to shed light on the goals adopted by the two researchers, to pursue them, and to identify them through the preparation of an interventionist programmer based on theory. The program focuses on the positive aspects of the personality, trying as much as possible to maintain their emotional stability, encourage them to build positive and effective social relationships, and develop their future orientations.

#### Research Objective

The current search aims to identify:

"The effectiveness of an intervention program based on the RYFF theory in reducing the neuro-personality needs of middle school students in Mosul."

#### Research hypotheses

In the light of the research's objective, the following hypotheses were formulated:

1. "There are no statistically significant discrepancies at 0.05 between the averages of reduction of the personality's neurological needs in the members of the four research groups depending on the group variable".
2. "There are no statistically significant differences at 0.05 between the averages of reduction of the personality's neurological needs in the members of the four research groups depending on the gender variable".

#### Search Limits:

The students of the preparatory level fifth grade (male-female) morning study determine the research community for the academic year (2022-2023) in the city of Mosul.

#### Definition of terminology

Second: The personality's neurological needs were identified by:

(Horney, 1937): Defensive mechanisms used by an individual to protect oneself from underlying anxiety, leading to strict and compelling behavior aimed at compatibility, counterproductive to feelings of hostility, insecurity and disability. These needs are shaped by unsafe socialization and are characterized by competition and neurotic ambitions (Horney, 1937).

The two researchers adopted the Horney definition in building a measure of the character's neurological needs.

(Bruk & Alleen, 2003): Needs associated negatively with life satisfaction and positively with self-expression of stress, neurological people less able to cope with burdensome pressures at home and work, as well as less in control of their impulses (Bruk & Alleen, 2003:461).

Zinedine (2015): "It is the existence of the predisposed causes of incompatibility, loss of emotional balance and stalled attempts to adapt" (Zinedine, 2015:7).

(Jacobs, 2020): They have long-term negative or anxious tendencies. It's not a medical condition. Owners tend to have a depressed mood and experience guilt, envy, anger and anxiety more frequently than other individuals (Jacobs, 2020: 5).

The two researchers know neural needs theoretically: a set of needs that lead an individual to urgently take certain behavioral patterns in order to satisfy their compelling needs or desires. These patterns appear in different formulas (acute-blunt) (confirmatory-withdrawal) (competitive with oneself-competitive with others) through their interaction with others.

The two researchers identify neurological needs procedurally (standard definition): the degree to which a middle-level student receives a measure of the personality's neurological needs in tribal and postgraduate measurements.

## **Theoretical Framework**

### **Karen Horney Theory**

#### **Gangster upbringing at Karen Horney**

Karen Horney believed that neurosurgery arose from emotional insecurity, as neuroscience was an unrealistic model of what a person should be, which was disconnected from actual innate abilities and tangible circumstances, making him a neurotic person and locking the neuroscientist in the face of an impossible task. Horney assumed that children were unconsciously developing coping strategies to respond to underlying anxiety, depending on their mood or status, and children exhibited compatible, aggressive or isolated attitudes as they sought safety through cooperation and empathy with others in order to become strong enough to avoid harm, or by isolating themselves from others. Through this perception, they judged themselves unable to get the love they wanted. So they respond by highlighting the perfect self, leading to a state of division in children between realistic self-formation or trying to shape an ideal, and Horney sees that adult neuroscientists have spread this fundamental divide so that it becomes a dynamic imbalance in relation to themselves, the world. Others, As well as activating the neuro-cycle in adults between compatible, aggressive and withdrawal attitudes, which unconscious the usual pattern of response from their childhood, it may be that emotional insecurity still exists, because a person simply does not know another way of responding to his or her problems in life (Gudan, 2008: 117-118).

#### **Neural personality characteristics**

First: The problem of competition there is a constant comparison between neuroscience and others, even in locations that do not require it, while seeking superiority over others is essential in all competitive

situations, neurological measures even reach people who are not potential competitors of it in any way and have no common purpose with it.

Second: Neural ambitions: The content of neural ambitions is not only to accomplish something worth the time, or to be successful, but to be the best of all. However, these ambitions are found in fiction mainly through illusions that may or may not be conscious, yet the degree of awareness varies greatly among different people, ambitions may appear in occasional flashes of fiction only. There is never a clear perception of the strong dramatic role these ambitions play in neuro-life, or of the great role they play in interpreting their behavior and mental reactions.

Hostility: the third characteristic is the amount of hostility involved in neuro-ambition. While intense competition implicitly contains elements of hostility - defeating a competitor means victory for itself and the reactions of neurotic people are determined by their irrational expectations that no one in the universe should be smart, influential and attractive (Horney, 1937).

### **Horney has identified needs:**

First need: people-oriented and include:

First: The need for love, empathy and acceptance: This need is characterized by the unequivocal desire to satisfy others and do what they expect. A person lives for the good idea of others and is extremely sensitive to any relationship based on ostracism.

Second: The need for a (partner) who bears responsibility for one's life: the person with this need is a child. He is overestimated by love and fears most that he will be abandoned or left alone.

Second need: People's orientation includes:

First: The need for strength and pleasure: this need reveals itself in longing for power and self-love, based on disrespect for others, blind glorification of power and contempt for vulnerability, and those afraid of the use of blatant force may resort to control over others through mental exploitation and superiority.

Second: Exploitation of others: The salient feature of this need is the motivation of the neuro-individual to be a dominant exploiter of others, refusing to defeat in play, and being an anti-people orientation.

Third: The quest for social esteem: This gangster lives to be appreciated, such as the appearance of his name in the newspapers, and that he has the highest objective of gaining prestige.

IV: The need for personal admiration: This nervous individual lives his life to praise and commend him. He wishes others to see him in his perfect image of himself.

Fifth: The need for ambition and personal achievement: Such a person has an unbridled desire to be famous, rich, and important regardless of outcomes.

Third need: Go away from people and include:

First: Independence and self-sufficiency: The gangster makes a great effort to avoid bearing the consequences of any other individual, who does not want to associate with anything or anyone and avoids.

Second: Living within a limited range: Such an individual is very conservative, avoiding defeat or failure by trying to achieve very little. Or as we say follows the principle (don't work to make no mistake and punish).

Third: Perfection and avoiding insult: The neuro-individual tries to achieve perfection because of his extreme sensitivity to criticism.



## Carol Ryff Theory

Ryff's theory focused on addressing neglected aspects of positive performance of one's personality, such as genuine participation in life and highlighting cognitive and skilled abilities, through studies conducted in the 1990s, one of the most elaborate concepts such as happiness, well-being, and quality of life, methods of research, measurement and promotion of individuals (Ryff, 1999:21). A more recent study by Ryff (Ryff, 2013) showed that it is reasonable to promote and improve individuals' experiences by entrenching the concept of quality of life and enhancing well-being to enable them to recover permanently from diverse psychiatric disorders such as neurological anxiety, psychopathy and depression. The role of preventive interventions aimed at reducing the risk of behavioral disorders in adolescence and the rest of life, It is clear that the focus on positive concepts has helped launch important new trends in the translation and application of research (Ryff, 2013:23). One of the main goals of Carol Reeve's early-stage theory is that "Personal development". Which, in its view, is a continuous process of seeking knowledge, understanding and supporting personal orientations, by experiencing positive feelings, showing joy and happiness at moments when goals are achieved by harnessing the full potential of an individual, because possessing skills and talents that will help in the emergence of an individual in an integrated manner in everything (Andries, 2011:32)?

The two researchers believe that Ryff theory plays a major role in the field of psychotherapy through the positive development of an individual's performance and helping them to activate their skills by focusing on positive strengths and abilities, as it works to discover positive aspects. Ryff's theory also focuses on the concept of positive prevention by focusing on self-efficacy, as Ryff's theory ideas are a defensive method of stopping behavioral imbalances and immunizing the individual from psychological and behavioral disorders through the process of positive consolidation, which in turn contributes to achieving balance and psychological stability.

### Dimensions of Ryff's theory

#### First: Self-acceptance

Optimal level: having a positive attitude towards oneself, acknowledging and accepting multiple aspects of oneself, including good and bad qualities; it feels positive about past life.

Low level: Feeling dissatisfied and disappointed with what has happened in past life; He is also disturbed by some personal qualities and wishes to be different from what it is.

#### Positive relations with others (social relations)

Optimal level: enjoy warm, satisfying and reliable relationships with others; Care for the well-being and value of others; Capable of compassion, passion and intimacy; I understand give and take, exchange relationships that are not based on personal interest.

Low level: has little close relationships and trust with others, finds it difficult to be warm, not interested in others, Isolated and frustrated in personal relationships, not willing to compromise to maintain important relationships with others.

#### Independence (self-determination) or self-determination

Optimal level: has the ability to resist social pressures to think and act in certain ways; He regulates his behavior from within. Self-esteem through personal norms.

Low level: takes care of others' expectations and assessments and depends on others' judgments to make important decisions consistent with social pressures and act in certain ways.

#### IV: Environmental mastery (environmental control)

Optimal Level: Possesses environmental management efficiency, controls a complex range of external activities, effectively leverages ambient opportunities and is able to choose or create contexts suited to personal needs and values.

Low level: has difficulty managing his daily life feels unable to change or improve the surrounding context and is unaware of the surrounding opportunities; It also lacks a sense of control over the outside world.

Fifth: the purpose of life or (meaning of life)

Optimal level: He has goals in life and a sense of orientation towards a positive independent and feels that there is meaning to current and past life; he holds his sleeve of beliefs that give a purpose for life that helps him to live in this life successfully.

Low level: lacking sense of meaning in life; He has few or no goals, he lacks a sense of direction, and he has no goals.

#### Research curriculum

That the current research aims to (the effectiveness of an intervention program based on Ryff's theory of reducing the neurological needs of the personality in middle school students), the method that will be followed in the research procedure is the semi-experimental method.

#### Research Community

The research community included all preparatory students (fifth grade preparatory) in Mosul (2022-2023), and formal approvals for the research were obtained.

#### Search Sample the research sample

The sample research included 4 schools with 2 boys' schools and 2 girls' schools selected in a random manner.

#### Personality Neural Needs Scale (Metric Description)

The neural needs scale was built by the two researchers, as the scale is from (50) Paragraph, the highest scale is (250) and the lowest (50). With a hypothetical average of (150). Each paragraph corresponds to five weights (Very much applicable to me, very much applicable to me, moderately applicable to me, slightly applicable to me, very little applicable to me) and take scores (5,4,3,2, 1) respectively, as the scale's psychometric properties were extracted (Honesty, stability, constructive honesty, internal consistency) The scale obtained a stability score (0.86) by retest method.

After the two researchers confirmed the measures applied to the four schools, the number of forms applied to the four schools reached 354 questionnaires, for the purpose of identifying students with higher neurological needs than the theoretical average and subjecting them to the program. Thus, the forms were corrected and the students' forms were sorted, with grades higher than the presumptive average of 150 degrees, and the number of students with neurological needs was 130 students distributed to the four schools. Students were distributed in four equal groups, with two pilot groups (one male and one female), two police groups (one male and one female) and table (1) showing the final research sample.

**Table (1) shows the numbers of experimental and control groups**

Group	Sex	Number
experimental group	<b>Male</b>	<b>34</b>
Control Group	<b>Female</b>	<b>36</b>
experimental group	<b>Male</b>	<b>30</b>
Control Group	<b>Female</b>	<b>30</b>

After dividing the students into four equal groups, the two researchers considered ensuring that the groups were equal by calculating some variables that could have an impact on the results of the experiment, namely, the degree of tribal measurement, age, the father's and mothers educational level and the family's economic level.

### **Experimental Design**

The experimental design with two experimental combinations and the (equivalent) tribal and bypass measurement control was adopted.

### **Preparation of intervention program**

The intervention program was prepared in accordance with the Ryff theory based on the dimensions of the theory defined by the scientist Rave: (autonomy, environmental empowerment, personal growth or maturity, positive relationships with others, self-acceptance, purpose of life). The researchers took the following steps: Program (15) included two meetings each after one. Comprising three sessions, as well as a welcoming session and a closing session involving the application of the dimensional measurement.

#### **1. Identify program sessions against personality's neurological needs**

After examining Ryff's theory, determining its dimensions and analyzing the theoretical framework of ideas put forward by Carol Ryff, the two researchers identified a set of sessions that could address one or more neurological needs.

### **Believe the intervention program: -**

The program's sessions were presented to a number of experts (15) An expert to state their views at each session of the program and the appropriateness of sessions that contribute to reducing the personality's neurological needs. Modifying what they deem appropriate and adding or deleting any session of the program, the researchers having prepared (15) Sessions, experts have expressed their opinions and observations about the sessions of the program. Some minor modifications have been made. The sessions of the program have received an agreement percentage (89%) which is a good percentage.

### **Schedule of programmer sessions**

After completing the program sessions, each session was scheduled, and then the program applied two pilot groups.

### **Presentation and discussion of results**

This section presents the findings based on research hypotheses and discusses the findings in the light of previous studies and theoretical frameworks, as well as the conclusions, recommendations and proposals as follows:

### **Findings on the second hypothesis:**

"There are no statistically significant discrepancies at 0.05 between the averages of reduction of the personality's neurological needs in the members of the four research groups depending on the group variable.

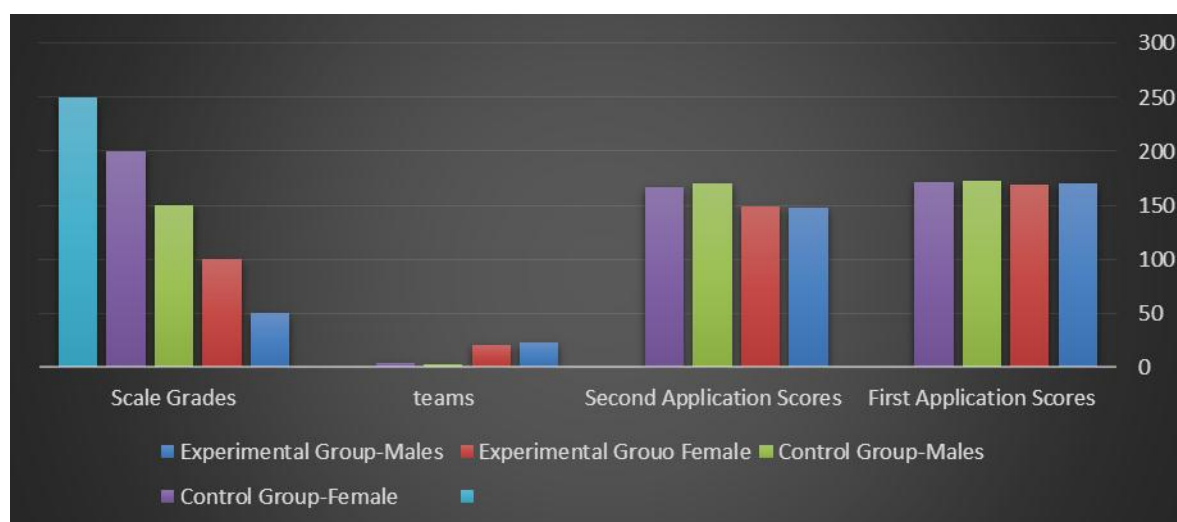
To verify this hypothesis, the researcher extracted the computational averages and standard deviations of the difference between tribal and remote applications of the personality neural needs scale for the experimental (four groups) research sample individuals and the two officers, and table (2) shows this.



**Table (2) Computational averages and standard deviations to reduce neurological needs**

Group	Gender	Number	Computational averages of tribal testing	Computational averages for remote testing	Arithmetic average reduction (difference between tribal and remote applications)	Standard deviation of reduction
first experimental	Male	34	170.029	147.412	22.617	10.679
second experimental	Female	36	169.333	149.167	20.166	9.151
Total Experimental		70	169.671	148.314	21.357	9.927
First Control	Male	30	172.900	169.933	2.967	13.735
Second Control	Female	30	171.067	166.967	4.100	7.165
Total Control		60	171.983	168.45	3.533	10.876
Total Gender	Male	64	171.375	157.969	13.4406	15.629
	Female	66	170.1212	157.2576	12.864	11.534

The researcher used iterative polygons to clarify the level of reduction of neurological needs in the four research samples as shown in figure (1).

**Figure (1) recurrent runway for computational averages by group**

To verify this hypothesis and to detect the statistical connotation between the reductions averages of the four research group members depending on the group variables. To test this hypothesis, the divergence analysis test was applied with a binary reaction (ANOVA-2WAY), and table (3) shows this.

**Table 3. Variation analysis test results depending on group variables**

Sources of divergence	Freedom Grades	Total squares	Average total squares	Zero Value		indication
				Calculated	Scheduling	
Group	3	10388.081	12380.546	31.952	2.66 (0.05) (2 - 129)	There is a difference
between the groups	126	13654.696	108.371			
Total	129	24042.776				

Table (3) above shows that the value (f) calculated according to the group variable has reached (31.952) which is greater than the (f) tabular value of (2.66) at the level of (0.05) and degree of freedom (3-129). Which means that there is a statistically significant difference in members of research groups between the averages of lowering the personality's neurological needs, and the researcher relied on (Schaffe test) for dimensional comparisons to identify the groups for which the difference was in favor. It is based on the tabular values of the test (One Way Anova), as well as it does not adhere to equal group members and table (4) shows this.

**Table (4) Schaffe values for binary variation analysis results depending on the group variable**

Groups	No.	Schaffe values				Critical Schaffe Value
		first experimental	second experimental	First Control	Second Control	
first experimental	34		2.451	19.651	18.518	6.188
second experimental	36	2.451		17.200	16.067	
First Control	60	19.651	17.200		1.133	
Second Control	30	18.518	16.067	1.133		

Table 5 shows that the Schaffe value when compared with the first pilot group The first control group (male) and the second control group (male-female) was 19.651 and 18.518, higher than the critical Schaffe value of 6.188. This indicates a statistical difference of D at an indicative level (0.05) in favor of the first pilot group. (Male), and that the value of Schaffe when compared with the second pilot group. The first control group (male-female) was 17,200 and 16,067, higher than the 6,188 critical chefs. This indicates a statistical difference of D at an indicative level (0.05) in favor of the second pilot group. (Female), this indicates that the difference is in favor of the first and second experimental groups.

The researcher attributes this result to the effectiveness of the interventionist program prepared to reduce the neurological needs of the personality if the sessions of the program include more interactive questions and exercises by students as well as scientific excitement with its stories and events. The impact of students on their effective scientific content increased their motivation, self-confidence and ability to manage themselves in a positive way and benefit from other people's experiences. And their ability to control their behaviors and deal with reality rationally and positively and how to have the ability to self-esteem, form mutual relationships and solve the problems that confront them as the situation requires During the application of the program. The researcher noted the two pilot groups' desire and enjoyment of

the program and their positive participation by asking questions, entering into the details of the program and posing different opinions and perspectives, to find out whether the differences are real or the result of the coincidence factor. Which was an important factor to get rid of their repression and psychological escape and to minimize the use of defense mechanisms. Group variable contribution score ( $\eta^2$ ) has been extracted and table (5) shows this.

**Table (5) Impact size indicator ( $\eta^2$ ) and Cohen's f depending on the group variable in reducing neurological needs**

indicator	calculated value	little	average	large	impact
$\eta^2$	0.432	1.01	0.06	0.14	large
Cohen's F	0.872	0.1	0.25	0.40	large

### Findings on the second hypothesis:

"There are no statistically significant differences at 0.05 between the averages of reduction of the personality's neurological needs in the members of the four research groups depending on the gender variable."

To verify the fourth hypothesis, a monogamy analysis was applied, with results showing that the calculated value (f) was 0.051, below the tabular value of 2.66, at an indicative level (0.05) and a degree of freedom (1-129), indicating that there was no statistical difference depending on the gender variable, and table (6) shows this.

**Table (6) Gender Variability Analysis Test Results**

Sources of divergence	Freedom Grades	Total squares	Average total squares	Zero Value		indication
				Calculated	Scheduling	
Group	1	9.567	9.567	0.051	2.66 (0.05) (2 - 129)	There are no teams.
between the groups	128	24033.210	187.759			
Total	129	24042.777				

The researcher attributes this finding to the fact that the two groups benefited from the intervention programmer to the same extent and that its sessions were consistent and with understandable content for both sexes. Despite the minor discrepancy. He interaction within the intervention programmer had a significant impact on students acquisition of the information covered by the programmer and the lack of bias of one group over another as well as the positive strategies that have been used and the good organization. Interaction and high presentation of the program through the techniques used in presenting the sessions of the program by the researcher good relationships with students, harmony and automated interaction have contributed to achieving the highest level of coordination and a common impact in reducing the personality's neurological needs. The interventionist program focused on helping the student understand himself work to appreciate them, deal with stresses in a practical way and solve his problems in a more rational way for the purpose of having emotional stability. Emotional balance and not resorting to temporary solutions in order to achieve partial satisfaction s approach is critical as an adolescent stage and difficult to deal with. It requires the researcher to speak and discuss freely and reasonably with a view

to overcoming repression and creating a kind of discharge of internal feelings and feeling psychological security.

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