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Department of Psychological Counseling

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The Impact of Two Cognitive Counseling Methods in Developing Personal Maturity Among Students at Secondary Stage.

A Dissertation

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Abstract

The current research aims at finding out the impact of the two cognitive guidance methods; precognition and interaction (Integrative-Interactive) in developing personal maturity among students at secondary stage, through testing the following hypotheses:

1. There are no statistically significant differences among the degrees rank of the first experimental group (precognition methods) in pre and posttests on personal maturity scale at the level of significance (0.05).
2. There are no statistically significant differences among the degrees rank of the second experimental group (interaction Integrative-Interactive method) in pre and posttests on personal maturity scale at the level of significance (0.05).
3. There are no statistically significant differences among degrees rank of control group in the pre and post tests on personal maturity scale at the level of significance (0.05).
4. There is no statistically significant difference between the average scores of the three groups (the first experimental group),(the second experimental group) and (the control group) in the posttest on personal maturity at the level of significance (0.05).

In order to test the hypotheses, the researcher used the experimental design (two experimental groups and one control group of pre-posttest design). The research population included students at preparatory stage of (25) schools were distributed to The Directorate-General for Education in Diyala. The total number of students (8095), (30) were selected from secondary stage who received less marks from the hypothetical mean in personal maturity scale and distributed on three control groups, and two experimental in amount of 10 students in each group.

An equivalence has been done among the three groups in some of the variables, namely, (the degrees of personal maturity scale, ego flexibility, psychological and social compatibility, sequence congenital, live with their parents or of one of them). Then , the researcher tried as possible to adjust some extraneous variables (non-experimental), which were deemed to affect the safety of the experiment which (the maturity, the time of the experiment, the place of the experiment, the sample identification, the person who carried out the experiment .... etc.).

The first experimental group received a guidance programme according to the precognitive method, while, the second experimental group received a guidance programme according to the interaction integrative-interactive method, whereas the control didn't receive any guidance programme.

The researcher has designed:

1. Personal maturity scale, as the initial form included (36) items distributed to the six areas (The sense of self-extension, the intimate relationships with others, self-acceptance, self-awareness of reality, self- objectivity, unified philosophy of life). After the scale has been exposed to the jury members and the statistical analysis for items were verifying, the scale validity has been achieved through the face validity. Also, the reliability has been achieved by test – retest which received (0.88), while the alpha coefficient for internal consistency received (0.81), so the final number of scale items was (27) items.

2. The researcher prepared a guidance programme for the precognition and interaction integrative-interactive. The programme consists of 14 guidance sessions in the amount of twice session per week for each method.

According to data research processing, the researcher used statistical methods to achieve it, namely; (T-test for two independent samples, Factor analysis affirmative, Alpha – Cronbach formula, Pearson correlation coefficient, Chi-Square test, Kruskal – Wallis test.

The current study results showed the effectiveness of the two cognitive guidance methods; precognition and interaction integrative-interactive in developing personal maturity among students at secondary stage.

The researcher reached to a number of conclusions, recommendations and suggestions.