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False competence among middle school students

Dr. Ertiqaa Yahya Hafez

Al-Qadisiyah University / College of Education

Corresponding author email: ertiqaa.alkefaai@qu.edu.iq

Salam Khaere Hanoon

Al-Qadisiyah University / College of Education

Abstract---Target current search: 1. False competence among middle school students. 4. Statistically significant differences in the false efficiency of middle school students according to the gender variable (males and females), and academic specialization (literary and scientific). The current research has been identified for the students of the preparatory stage for the fourth and fifth grades in the sub- (literary and scientific), and for both sexes (males and females) for the academic year (2021-2022).

Keywords---false competence, middle school students.

Introduction

To complement that, the researcher applied the fake competence measure to a sample of (500) male and female students in the schools of the General Directorate of Education in Al-Qadisiyah Governorate, which were selected by the stratified random method according to the proportional method. After collecting the data and processing it statistically with the help of the Statistical Bag for Social Sciences (SSPS), the research reached the following results:

1. The middle school students have false aptitude.
2. There are no statistically significant differences according to the variables of gender and specialization among middle school students

According to the results of the current research, the researcher came up with a number of recommendations, including suggestions:

1. The interest of teaching centers in schools in positive concepts that help them in strengthening their management of their social identity by linking it to the vocabulary and curricula that students study within their curricula.

2. Conducting a study to find out the effect of false competence on some terms (academic anxiety, traumatic stress, influence bias, social identity management).

Research problem

The secondary stage is one of the important stages in the life of the individual and society, and the university student segment (for both sexes) represents one of the most important social segments for its important and significant role in the development and building of society because of the building energies of this segment, which is able to make its members enjoy the personality His ambition is strong, capable of understanding the pillars of any nation and the basis of development and development in it and building its civilization, protectors and glory. The middle school students represent the adolescence stage, people aged (15-18) years, and the school plays a key role as it is considered the educational environment that complements the family. In which the student continues his growth in all aspects of his physical, mental, social and psychological personality in order to build a compatible personality. Pride for his success, and the term self-efficacy appeared at the hands of the founder of social cognitive learning theory (Albert Bandura) in the seventies of the twentieth century and called it by several names (self-efficacy) (a La Jomhouria and Al-Zafari, 127:2018).

Research Importance

Education is a human right and a public interest that provides access to information related to health, environment and society according to the Literacy Initiative for Empowerment and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (Montenegro, 2011:37) The secondary stage is important in students' lives because of the cognitive and psychological transformations that it carries, because the individual's beliefs about himself and his abilities clearly contribute to scientific and achievement performance. It is essential in preparing the self-directed learner and reflects on the individual's beliefs about his academic reading and academic achievement. The individual's beliefs about himself provide an important basis for determining his actions and behaviors in the emotional, social and personal areas.

The term false competence is one of the important concepts in psychology for its role in the high level of respect for the competence and knowledge of the individual and the provision of social support to others and the enjoyment of satisfaction and positive influence and development of these social benefits and self-enhancers, especially for people who suffer from low self-esteem, The individual's misunderstanding of his competence is one of the issues that many individuals suffer from throughout history and has attracted the attention of scientists and researchers in the field of philosophy and psychology through their interpretation of the individual differences between individuals and the ability of the mind to hide the true information of the individual, which is a dangerous process and has a sentence It is considered one of the confusing and exciting ideas for scientists and how to discover it and deal with it because the individual assumes the role of the real efficient and creative individual by making false offers, and the behavior of false efficiency can be seen as rational behavior, and

beneficial to oneself (identity game) through The individual assumes identities different from his identity, and this behavior can be considered a positive behavior if it is conducted from time to time in a flexible manner, and this pattern indicates the individual's ability to change his behavior freely according to the requirements of the situation. What self.

False competence is a process of protecting the individual from showing his faults and problems to others according to what he feels. The individual is characterized by inconsistency and suffering from the negative consequences of lying. The individual learns how to create his false personality. Deep identity is often implicitly presented by using cues embedded in their external behavior. As an expression of the competence they possess ostensibly with the awareness that they are presenting a false competence, in an attempt to gain the trust of society and improve their image in the eyes of others, even if their true competence is depressed and introverted (Winnicott, 1996:112-115).

Study Limits

The search is limited to the following limits:

Human limits: middle school students (fourth literary grade - fourth scientific)

Spatial boundaries: Schools in the center of Al-Diwaniyah Governorate

Time limits: the academic year 2021-2022

Cognitive limits: research variables and fake competence

Define Terms Limitation

A- Cunterfeit Efficiency was known by:

(Winnicott, 1960)

A conscious process of psychological deception towards oneself and others, through which individuals are convinced of their abilities to produce the desired effects through their actions and behaviors so that the individual maintains self-respect and the continuity of his identity, and in which the individual appears a tendency to appear deceptively to be more distinguished than he is in reality and to be immunized and He protects himself from the dangers of cognitive overload, and to protect his true competence from the outside world (Wincon, 1960:33)

Theoretical definition

The researcher adopted the definition of Winnicott (1960) as the author of the theory adopted in the current research.

Procedural definition

The degree obtained by middle school students (the research sample) when they answer the paragraphs of the fake competency scale that will be prepared for the purposes of this study.

Theoretical framework

Theories that dealt with false efficiency:

Winnicott's theory (1960):

The American psychologist Donald Winnicott (1960) gave an accurate description of the concept of false competence, as he explained that it results from the primary caregiver, usually the mother, by not responding appropriately to the child's gestures and gestures that instill confidence in himself and his sense of self, that Winnicott's ideas center On describing the continuous struggle of the individual with himself in order to communicate intimately with others (Jones, 1985, p.30).

Winnicott mentioned all the conditions that allow the correct and proper growth of real competence, and gave great importance to the role of the mother in creating the appropriate and necessary conditions for her, as she is the one who provides experiences and experiences that ensure the proper development of the personality, and therefore the behaviors of the primary caregiver are what help the child to pay attention to his physical sensations Organizing his own experiences about himself, and when the individual is not allowed to have an integrated and organized experience of his feelings, this leads him to seperation of psychological development and lack of confidence in bodily sensations, and here the false self is formed (Kernatt, 2007, p. 206).

Winnicott adds that the quality of the response of others to him is what gives the individual his identity, as the individual sees his image reversed in the style of those close to him, and that any rupture or defect in the relationship between them causes the individual to despair and loses as a result of it the real vibrant with a distorted one, and here arises self-deception, which is the first stage of false competence (Dachnirt 1998, p.251)

Winnicott has identified areas of false competence

First: deceiving others is instilling attitudes and opinions in other individuals by misleading them with false information. Second: Self-esteem: How the individual perceives himself beyond his personal, social, family, moral and physical fields.

The research community

The statistical community is the field in which the units of analysis are located, and defining the unit of analysis requires defining the statistical community (Mirza and others, 2017: 79), as the research community includes all individuals or things who are the subject of the research problem, and the current research community consists of middle school students and morning studies For the fourth and fifth grades in its literary and scientific branches (Biological_Applied) affiliated to the Directorate of Education in Al-Qadisiyah Governorate (the Center) for the academic year (2021-2022), their number is (13114) □□ male and female students, distributed over (27) middle schools, of which (14) are girls' schools and (13) A school for boys, with (5910) male students (45%), (7204) female students (55%), and (8695) male and female students for the fourth (scientific_literary) grade (66%), and (4419) male and female students for the class Fifth with a percentage of (34%), while the total number of students of the literary branch reached (1715) with a percentage of (13%), and the scientific branch (Biological - Applied) (11399) with a percentage of (87%),

The research sample

The sample is a group of individuals derived from the original community, and it is assumed that it truly represents the original community (honest), and the sample's faithful representation of the original community means that the variables under study are represented in the sample with the same values and levels that exist in the original community (Atifa, 2012: 275), and this is what was taken into account in the selection of the current research sample, as the researcher deliberately chose the research sample in a stratified random manner with a proportional style in order to truly represent the original community, and this method requires the researcher to randomly choose items from each category, in proportion to the its true size in the original community as a whole (Van Dalen, 1985: 393). The size is (500) male and female students from the research community at (4%), by (225) male students (45%) and (275) female students (55%), and according to the class by (330) students for the fourth grade at the rate of (66%) and (170) male and female students (34%) for the fifth grade. With regard to specialization, the number of students in the scientific branch (applied-biological) reached (435) male and female students at a rate of (87%), while the number of students in the literary branch reached (65) male and female students at a rate of (13%),

False Efficiency Scale

Allen & yen (1979) referred to a set of basic steps that the process of building educational and psychological standards must follow, namely:

1. Defining the theoretical premises, which includes (identifying the concept and its fields according to the adopted theory).
2. Formulation of paragraphs and alternatives for each area of the scale (the scale in its initial form).
3. Poll the opinions of specialized arbitrators.
4. Applying the scale to the construction sample to be representative of the research community.
5. Conducting statistical analysis of paragraphs (Allen & yen, 1979: 118)).

Therefore, the fake efficiency scale was built according to the following steps:

1. Defining the concept of counterfeit competence and its areas:
Building the scale required reliance on theoretical frameworks related to counterfeit efficiency, and after the researcher had a sufficient theoretical framework on the counterfeit efficiency variable, and based on theoretical premises, the researcher adopted Winnicott's theory (Winnicott, 1960).
2. Formulating the paragraphs of the fake efficiency scale (initial formula):
After defining the domains of the scale, its paragraphs were formulated in the manner of declarative phrases, in line with the definition of each domain within the specified behavioral range, and in line with the nature of the society to which the scale will be applied, as (30) items were formulated equally distributed over its three domains, by (10) items For each domain, it included (25) items towards the scale and (5) items against the direction of

the scale, formulated in the style of declarative phrases, (Melhem, 256:2010).

Statistical analysis of the fake competency scale paragraphs

The analysis of the scale items refers to the selection of items that accurately measure a specific feature by using statistical methods that aim to reveal the relationship between what the item measures and the responses of individuals about it, in order to identify the discriminatory power of the items, and to identify ambiguous items or that encourage speculation (Allam, 2000: 267).

First: Contrasted Groups Method

This method is used in order to maintain the good items in the scale and to ensure their ability to distinguish between individuals in the measured trait (Imam, 1990: 114), as the discriminatory strength of the item is an indicator of the difference between individuals with high scores and those with low scores in the trait, i.e. ability. The paragraph on distinguishing between those with higher levels and lower levels of respondents in relation to the trait you measure (Al-Zahir, 1999:129).

Secondly - the method of internal consistency: (Internal Consistency)

The importance of the internal consistency method lies in knowing whether each of the scale's paragraphs follows the same path as the scale. Paragraph measurement of the concept measured by the total score of the scale (Esawy, 1985: 51), the internal consistency of the fake efficiency scale was verified by adopting the following methods:

1. The correlation of the paragraph's score with the total score of the scale: This method depends on finding the correlation between the individual's score on each item of the scale and the overall score he gets when responding to all items of the scale. As the items with a high correlation coefficient are kept and items with a low correlation coefficient are deleted (Allam, 2000: 279), the scale whose items are chosen according to that is honest in its construction, as the correlation coefficient between the degree of each item and the total score of the scale was calculated using a correlation coefficient Pearson Correlation, as well as it was tested with the T-test for the significance of the correlation coefficient, and all the paragraphs achieved a statistically significant correlation at the level of significance (0.05) and the degree of freedom (298), where the tabular value is (1.96). With the exception of the paragraphs of the sequence (10). 25) Their relationship was not moral.
2. The degree of the paragraph is related to the degree of the field to which it belongs: The extent of the correlation between the degree of each paragraph and the total degree of the domain to which it belongs was extracted using the Pearson Correlation coefficient, as well as it was tested with the T-test for the significance of the correlation coefficient, and all paragraphs achieved a statistically significant correlation at the level of significance (0.05) and the degree of freedom (298).) The tabular value is (1.96). With

the exception of the sequenced paragraphs (10, 25), their relationship was not significant, and therefore it is deleted.

3. Correlation of the degree of the domain with other domains and with the total score of the scale: The extent of the correlation between the domains with each other and the correlation between the scores of individuals on each domain and the total score of the scale was extracted using the Pearson Correlation Coefficient, as well as it was tested by the t-test for the significance of the correlation coefficient. All of them achieved a statistically significant correlation at the significance level (0.05) and the degree of freedom (298). The tabular value is (1.96).

Psychometric properties of the fake aptitude scale

Psychometric Properties Of the Scale

The efforts of those interested in psychological measurement have tended to increase the accuracy of educational and psychological standards by defining the psychometric properties of the standards and their paragraphs, which can be indicators of their accuracy in measuring what they were set for with the least possible errors, as specialists in the field of psychological measurement and evaluation agreed that honesty and consistency are The two most important psychometric characteristics that must be available in the measurement tool in order to ensure its suitability and usefulness for research (Al-Nuaimi et al., 2015: 162). The researcher verified the validity and stability of the scale as follows:

First: honesty

Psychometrics literature unanimously agrees that honesty basically refers to whether the test actually measures what it was prepared to measure. An absolutely or totally honest test (Mikhail, 2016: 163-164) In order to verify the validity of the fake aptitude scale, the researcher used the following types of honesty:

Face Validity

The apparent honesty depends on the extent to which the scale represents the special areas it measures, as it is logical that the content of the scale is apparently representative of the content of the behavior to be measured. Logically to ascertain the extent to which they represent the content to be measured (Dowidry, 2000: 346)

Construction Validity

The building is a hypothetical conception that explains some of the characteristics of human behavior, and there are some standards that aim to measure such buildings, and then we must be sure that the measure actually measures the target building, which is called the construction validity (Atifa, 2012: 267) and this was verified Indicator to measure fake efficiency by:

- Extracting the discriminatory power of the paragraphs of the fake efficiency scale by the two-end sample method,
- Internal consistency (the relationship of the degree of the paragraph with the total score of the scale, the relationship of the degree of the paragraph with the degree of the domain to which it belongs, and the relationship of the degree of the field to other domains and to the total degree of the scale).

Second: stability

It means to what degree the scale gives close degrees when applied each time, as stability is a basic characteristic that must be available in any scale, if we want the scale to have a high degree of reliability in the results we obtain through its application - i.e. Scale_on the target individuals (Al-Qahtani, 2015: 39), and the reliability of the fake aptitude scale was calculated in two ways:

Cronbach's Alpha equation for internal consistency

The (Cronbach's alpha) equation is used with standard homogeneous scales, which do not depend on speed, and stability is extracted in this way by dividing the scale into all possible hashes and calculating the average coefficient of stability of the hashes, and the stability coefficient extracted in this way is called the coefficient of homogeneity (Omar et al., 2010: 287). -288) In order to extract stability in this way, the alpha-Cronbach equation was applied to (100) questionnaires drawn randomly from the statistical analysis sample, and the value of the reliability coefficient reached (0.86), which is an indication of the consistency and homogeneity of the scale items.

Test _ Retest)

The stability coefficient according to this method is called the stability coefficient, i.e. the stability of the responses of individuals on the scale over a period of time, and the idea of this method is based on calculating the correlation between the scores that we get as a result of applying the scale and reapplying it again on the same group, with an appropriate time interval between the two applications (Al-Zamili et al., 2009: 257)

Accordingly, the fake proficiency scale was applied to a sample of (40) male and female students who were distributed equally according to (gender, specialization, and grade), as shown in Table (11). On the same sample (14) days after the first application, as (Adam, 1964) considers that re-application of the scale to know its stability should not exceed two weeks from the first application (Adams, 1964, p58), and using the Pearson correlation coefficient between The degrees of the first and second applications reached the stability coefficient of the scale (0.88), which is a good stability coefficient.

1. The degree of the paragraph is related to the degree of the department to which it belongs: The extent of the correlation between the score of each paragraph and the total score of the department to which it belongs was extracted using the Point Pacerial correlation coefficient, and it was also tested with the T-test for the significance of the correlation coefficient. All

paragraphs achieved a statistically significant correlation at the significance level (0.05) and the degree of freedom (298), with the tabular value (1.96).

2. Correlation of the degree of the department with other departments and the total score of the test: The extent of the correlation between the departments with each other and the correlation between the scores of individuals on each department and the total score of the test was extracted using the Pearson Correlation coefficient, as well as they were tested with the t-test for the significance of the correlation coefficient, and all of them achieved a statistically significant correlation at the level of significance (0.05).) and the degree of freedom (298), as the tabular value is (1.96).

Statistical Indicators of the Research Scale:

Many researchers assert that if a large number of observations (samples) are taken on a phenomenon such as intelligence or thinking, the values that these observations take are moderately distributed among themselves (Al-Najjar, 2015: 76), and despite that, and because many tests The statistic requires that the variable takes the form of an average distribution. It is recommended to extract measures of skewness and kurtosis in addition to measures of central tendency, in order to be assured of the correctness of construction procedures for these measures and to rely on the results of their application later, and to be assured of using the appropriate type of statistics with the nature of those indicators later.

Presentation, interpretation and discussion of the results

- The first goal: to identify the false competence of middle school students. To achieve this goal, the false efficiency scale was applied in its final form on the research sample, which amounted to (500) male and female students. 70) degrees. In order to find out the significance of the difference between the arithmetic mean and the hypothetical mean, the t-test was used for one sample (t-test), and it was found that there was a statistically significant difference in the direction of the arithmetic mean, as the calculated t-value amounted to (7.527), which is greater than the tabular t-value (1.96). At the level of significance (0.05) and the degree of freedom (499), this indicates that middle school students enjoy false competence. This result can be explained in the light of Winnicott's theory that the methods of socialization and the way the caregiver deals with the child are what contribute to the formation of the false competence of the individual
- The second objective: the differences in the false aptitude of middle school students according to the variables of gender and specialization. The results showed that there were no statistically significant differences in the false efficiency according to the variables of sex and specialization. This means that middle school students live in one psychological environment and are exposed to the same stimuli in this environment. Therefore, there were no statistically significant differences in the false efficiency variable with respect to gender and specialization

Conclusions

Based on the research findings, the researcher recommends the following:

- The interest of teaching centers in schools in positive concepts that help them in strengthening their management of their social identity by linking it to the vocabulary and curricula that students study within their curricula.
- Organizing a workshop in the indicative units, the purpose of which is to help students to form a positive view of the individual and others that make the educated individual feel that he has the ability to achieve his ambitions and desires in the future and to plan his goals positively and achieve them in proportion to his abilities and real cognitive capabilities.

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