The Ego Identity Creating for the Secondary School Students at Fourth Grade

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Abstract

The following are the objectives of the current study to know:

1.   How to create one's ego identity for the Secondary School Students at Fourth Grade.

2.   To know how to create ego identity in accordance with differences in gender (male and female).

3.   To know how to create ego identity in accordance with specialty (literary and scientific).

The two researchers have made a scale to create Ego Identity included (40) distributed over three variables. They used a final sample of (363) students from the fourth grade of a secondary school (214 males and 9149 girls), who were randomly selected from the Thi-Qar school of the province center. Ten of the paragraphs have undergone logical and statistical analysis to determine their distinct capacity and proper coefficient. For confirming the research measure and results, the researchers have demonstrated their artificial correctness, markers of scale building correctness, and calculated scale capability using the Ron Bach equation (internal reliability) and the mess of test (external reliability). Test for two independent samples and the person coefficient (T test for one sample)

The outcomes result in The study sample used to develop ego identity: According to the gnder9 male-female) for the sake of females, there is statistical variation at the level of coefficient (0,05) for the scale to construct ego identification to the research sample.

Keywords: *ego Identity, school students, Ron Bach equation.*

Introduction

Research Problem

Erikson, a psychologist, was particularly interested in the adolescent years because this is when a person's identity is created. He also considers how the personality changes and evolves throughout the course of a person's life, and his thesis about the subject of the research is known as (the ego) or the personal ego. Erikson divided the eight stages of social and psychological development in human life. Every phase has a different crisis because of how each person interacts with the environment, as well as because of the intense demands and pressures that the environment places on each person. (Sakeek, 2012:2)

As ego identity crisis is related to Erickson's points of view at the teenage phase and the beginning of youth, it symbolizes the primary goals for growth during adolescence and ends at the turning point into independence necessary for growth at the mature phase. It

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also rises in accordance with the point of view through eight subsequent phases a person encounters in each wit crisis and indicates is grown pass following to the solution nature positive or negative influenced later by peer pressure. (Erickson,1968, al-Hjamidi,20010.)

Ego identity is nothing more than a person's ability to define who or what he is as his future expectations are connected with significance and a sense that he will be able to distinguish himself from others by assuming his social role, leading to limited goals, performing it in accordance with limited time scenes, and identifying the philosophy behind his life (Mursi, 2001:20).

As a result, during the teenage phase, the psychological changes related to social and psychological growth as well as confirmative behavior with the ego identity in a way led him to attempt to confirm himself negatively represented as a disruption with ego identity or adopt a negative or positive identity (Al-Ghamadi, 2010). Although studies into the Arab world are of great importance, the researcher was still compelled to conduct this study by using the subject scale to create ego identity because of the connection between ego identity and how it affects teenagers' growth demands and personalities (Al-Ahmadi, 200, 2010).

For the sample of secondary school students, the current study aimed to provide light on the nature of the relationship between confirmative conduct and developing the ego identity.

Research importance:

One Arabic study called Humood's Study employed a subject scale to produce four distinct types of social and ideological identities in order to ascertain how social identity is formed in accordance with the fundamental ways that friendship, sexual role, relationship with others, and ongoing leisure are formed. The statistical results demonstrate that there are disparities in male identity levels at the closeness level, and the related relation revealed that the high level identity was more active. The success level, attachment for completion way, proximity level, and role space with others are some areas where there are disparities between the sexes.

The distinctions in the thesis are for the benefit of girls who are in close proximity to other partnerships. Growing the identity spaces, creating educational tools to help youngsters prepare for their social roles, and encouraging youth to express their goals and direct their actions through supportive activities are some of the study's recommendations. For a sample of Al-Balq university practical students, the studies of Al-Dabas, Al-Khayat, Jraysat, and Rahmana seek to understand how to establish ego identification as well as the differences in the ego identity stages in light of demographic changes (gender, academic specialization for students).y. The findings of the study indicated that identity types provide all individuals a masculine.

 and there are differences with statistical reference at the types of completion and attachment rates for the sake of human colleges and being no fear at the types of identity at the types of closeness and distribution. Also, the study results referred to presenting statistical differences with statistical reference at the completion and attachment for the sake of making students at the human colleges and not b eing different at the identity types with statistical reference at the types of completion and attachment identity and disposition for the sake of human college students and not difference at the types of closeness identity amid girl students. the study recommends to increase taking care to make students know the culture to develop identity occupation by programs and activities, additionally to treatment programs and in this way this present study determined to reveal the confirmative behavior and its relation coercive ego identity for the secondary school fourth class as the importance of the study is summarized.

Theoretical importance: This research deals with basic variables in human behavior represented of human behavior and creating ego identity is important to the sample which

aims the present research as being an important sector upon which the burden to build a future generation able to face the problems, and it is considered as a scientific addition for the Iraqi library in particular and Arabic in general.

Practical Importance: It helps students and teachers to identify the meaning of creating ego identity and how to deal with it. This research will provide tools to scale ego identity creation which can be applied by other samples so this it can be useful in the future.

Research objectives: The purpose of the current investigation is to learn 1. Scale to produce ego identification for the sample research.

2. to be aware of the variations in ego identity creation based on disparities in gender and expertise.

Research boundaries include the following:

 1. Subject limitation: to create Ego Identity

 2. Human limitation: fourth-grade students.

 3. Location limitation: Al-Nasiriya Province center.

 4. Time limitation: Academic Year 2022–2023

Term Identification

Erikson (1963) defined ego identification as a psychological state that encompasses a person's sense of individualism, solitude, and internal harmony in relation to social standards, as well as a sense of support that results from such a relationship.

Theoretical framework

The Social and Psychological Development of Erikson,(1963)

Erikson's theory of social and psychological development is seen as an extension of Freud's theory of sexual development, but Erikson focused on ego development and is an action that attests to the significance of psychological, biological, and social aspects as a limiting factor for development.

Erickson split the human life cycle into eight phases, beginning with each occurrence of a social or psychological crisis and moving on to try to resolve it while taking on new endeavors that give it more strength and prepare it for life's challenges. Although there are two personalities to address this crisis, whether by finding a constructive solution, which means to keep continuing for growth and gain the ego new activities, or by indulging, the crisis here does not refer to insurmountable issues but rather an expression of Although there are two personalities to address this crisis, whether by finding a constructive solution, which means to keep continuing for growth and gain the ego new activities, or by indulging, the crisis here does not refer to insurmountable issues but rather an expression of putting forward strict demands that must be met.

Erikson shows that during phases of social and psychological growth, ego needs must be satisfied in order for psychology to be in good condition. According to Erikson, the following phases are sequential phases that are impacted by the phases that came before them and those that came after them. They can have a positive or negative impact on how a crisis is handled at each phase. Al-Qrbi, 1992; Al-Ghamdi, 2000–2001; Al-Majnni, 1)22 (Erickson, 1968; The growth principle (genetic principle), which asserts that after being raised from other parts, living things grow in accordance with the basic plan and that each phase has a superior growth rate, is the basis for the eight growth stages. As a result, each component is regarded as whole and harmonious. Erikson discusses identification in terms of the phrase "ego adaptive function," which includes a human dimension and the strong ego that feels safe and is fueled by a sense of identity. This strong ego then leads to

control, comprehension, and enjoyment of one's surroundings, as well as to the creation of strong connections with the environment one is confronted with. Erikson affirms the social significance of a growing ego because it gives one a sense of identity to support society and because this relationship has an impact on one's personality. In addition, society reduces conflicts by demonstrating various roles that one can play in society. Erikson believes that social influences are not always beneficial, but people might adopt harmful cultural values.

As a result, Erikson's theory can both be a theory of psychological and social development as a general characteristic and a theory of the development of ego identity as a specific future. Al-Ghamid (1421,p 20) Erikson asserts in his theory a new vision that he directed from the biological necessity circle that places great interest in the powers of the sexual self and is regarded as the basis for growth, which transforms Erikson's mother into a vision of growth as sublimated its fundamental the biological reaction..

Erikson established eight stages of social and psychological development, viewing each as a crisis that was resolved by a person's sense of their own social self. The ego is strengthened and gives the developing ego appropriate orientations into selfhood and into the world in which he lives if the individual argument is resolved in each phase. However, if this does not resolve the issue, ego will be damaged and forced to share.

Erikson addresses the first and fifth stages of social and psychological development. He was surprised by it, and the West was worried about these times, which is why. He shares the same philosophy as Freud, who believed that early events shape one's personality and have an impact on it throughout life. He regards the formative years as a time when people develop their artistic and intellectual abilities while also leaving them with an undeveloped love for life.

Erikson expanded on Freud's use of the term "ego" in his writings on personality development. Erikson focused on cultural and social factors to grow the personality growth and the external environment not only include family but is include organizations, and social modes, and friendship groups as well as civilized and culture a and historical for society. He also reformed Freud's biological phases and expanded the growth circle to include a complete life cycle. Erikson attested to the significance of society in ego development, as shown by the following:

1. To sense that society must support one's identity.

2. Since mutualism is a basic human need, interpersonal relationships have a positive influence on character.

3. The community wants to reduce interpersonal conflicts by giving each person a variety of responsibilities, notwithstanding Erikson's view that social influences are not always beneficial. Additionally, it can promote bad cultural values in a person, which would obstruct the process of creating an indemnification.

As a result of Erikson's hypothesis, which supported how each person develops in connection to his social environment, he developed his theory of social psychology.(Al-Balaw, 2001, pages 9–10)) Erikson sees(Erikson, 199) that the term identity refers to personality, which is what defines an individual in accordance with his intellectual, and ethical philosophy. He feels pretty active and existed, and his inner voice tells him: "It is me. "Miller (Miller, 2011) defines ego as knowledge, acceptance of one's self, and society.

He claims that throughout life, we wonder, "Who am I? "At the end of each phase, if the conversation continued in this vein, our responses varied, and our comprehension rose to a higher degree.

Therefore, the early first image influences identity as a sequence image according to this change of identity from one phase into another (Bakhl,2021, p12).Theory that explains

how to develop ego identity. The Social and Psychological Growth Theory of Erickson, 1963)

phases of social psychology development

1.   The contrast between the emotions of trust and mistrust

From the time a child is born until they turn 18 months old, they go through this phase. A child is aware of the whole truth about his family, especially his mother. His reality also encompassed getting a good meal and being kind, loving, and amiable, which contrasted with Freud's mouthful phase, in which pleasure is obtained through the mouth. The mother's love and constancy helps the child develop a sense of trust in himself and his family because without the mother's love and constancy, the child will be born with an untruthful relationship with himself and others.

The youngster may experience depression, anger, and a lack of satisfaction as a result of mother practices, refusals, and restrictive actions. It is evident that the feeling of hope is vibrated as an individual may encounter new pressures and unexpected challenges, and on the other way around, hope which is shelter with the child personality in the early years of his age and proved through his positive experiences with others. This influence may last throughout the growth phases and finally, if the crisis is solved positively so trust growth more of instruction and desired true results, hope.

According to Erikson, society offers opportunities for him to stand and grow his self-confidence through religious, social, political, and cultural groups. Thus, in line with what Freud had suggested, his opinions are the force that gives him faith.

During this time, a child who was fed well and shown love and care grew in his sense of trust, faith, and hope. In the meanwhile, if I treat him poorly, he will stop trusting me, myself, and everyone else around him.

2.   The sense of independence vs feelings of guilt and insecurity: This period, which lasts from 18 months to 3 years and is characterized by a developed muscular system, walking and stride patterns, linguistic development, and a propensity of pushing and shitting, is comparable to Freud's "nuts" phase. He will be able to build his self-discipline and independence with the support of his family, as well as his motivational and language skills, language development, hitting control, and point-of-view demonstration. He was often criticized and made fun of by his family for his lack of success, which made him doubt himself.

During this stage, a child realizes that he has a distinct behavior, therefore he continues to affirm his sense of independence and engage in recurring patterns of behavior that are known to him, such as continuing to do tasks on his own without assistance. Erikson observes a youngster in this stage who struggles with the conflict between his need to show himself and his disregard for right and capacity to do so. As a result, in order to raise a child in a healthy manner, he must overcome this conflict by doing it his way and the requirement to adopt a specific habit.

If parents teach their children to be cautious, patient, and stiff and this instills in them a sense of pride, complacency, and empathy for others, the terms of independence and self-control may get stronger. However, if the parents are careless, strict, and unpleasant, the children will become despondent, which makes them feel guilty and severely doubt their skills.

The mature role's significance in this stage is seen by encouraging healthy personal independence and adopting growth strategies to maintain a balance between forgivingness and resolve. Therefore, in order to prevent forgiveness from becoming full ignorance and determination from becoming ultimate dominance, parents must set a boundary on their child's behavior that is both acceptable and appropriate. however, if this

restriction is characterized as a severe restriction, whether through the use of correctional measures or security measures.

It can encourage a child's innate desire for independence. And that subjection could be hostile or subservient. Therefore, establishing such moderate modes may prevent a youngster from experiencing personal doubt states that could cause him to doubt himself and be unable to determine what he is capable of. It is accompanied by a sensation of self-doubt that emerges in a variety of social contexts, such as school, class, and casual settings, where a child may experience a free feeling of actual weakness and self-imagination. At this age, children may learn to submit to their parents and to arguments between fathers and dons as well as conflicts over willingness. Children develop their ability to respect and obey their fathers throughout this stage. At this point, parents must press their children to break a behavior (Al-Wan, 2009, p. 166-167).

3. Initiative feeling vs feeling of guilty

This period lasts until a child is nearly old enough to start school and is characterized by a tremendous capacity to learn using his body, muscles, and environment without depending on his family. A child can use this to gauge his development and his capacity for imaginative play and social interaction. This gives him the opportunity to practice his initiative by practicing his freedom and selecting the behaviors he wants to engage in. and it may cause a child to feel sinful and guilty if he continues to focus on his family while failing to pursue his own interests.

This period contrasts with the pens phase described by Freud, in which a kid is eager to know who people are and interested in what is happening in their environment, including with their parents and friends. Allowing their bodies to be exposed naturally will help them develop and mature into new roles. Erikson thinks that, in line with Freud, parents of the other sex are constantly trying to gain an advantage over their children through sexual relations and other means.

A child begins the process of consciousness development by developing the sense of truth and false, which is demonstrated by the general roles played by parents and teachers. Confirming truth and false by using punishment methods of extreme ethics may cause the child to feel guilty to the extent that he refers to his own badness, which may prevent him from testing himself in a social environment with broad borders and the sense of fairness. And what freedom he does not have to make his work easier, he was unable to complete it without feeling guilty. A youngster at his stage feels guilty if they are punished for what they perceive to be true without showing them compassion and forgiveness. While the goal outcome is to establish an aim term, which will also increase the healthy harmony with parents, if the father behaves in an understandable manner and guides feelings and children's hopes into appropriate social activities. In order to achieve these goals, children will act as parents, doctors, judges, lawyers, dentists, and other professionals. According to gender and goals, sexual discrimination against boys and girls appears to be widespread.(Al-Wān,2009,p168-p169)

4.Crisis of Initiative and perfectness vs inferiority

Contrary to the elementary school level Freud referred to as the "period of latency," at this stage, people may endure for as long as this period. A child at this period wants to engage in a variety of activities that have captured his interest. He desires to train with his opponents. Erikson observes that primary school children need to play and engage in illusion play. They also love this activity, but if they overdo it, they become dissatisfied. They desire to accomplish something helpful, win people's appreciation with this income, and feel content with their work when it has a definite beginning.

That indicates that a child enjoys being able to engage in activities and labor and completes tasks to the extent he realizes. If he experiences this wholeness, it could cause him to lack emotion and feel unfinished. At this point, the teacher's job is to ensure that

each student has a successful experience. He must be aware of his potential and how to manage it in his surroundings. However, Erikson's early caution could end up becoming a goal in and of itself or a barrier to future growth.

They will have the opportunity to improve the inclusion phase in a healthy way with skill and talent if adult individuals can give to the youngster some jobs and tasks and finish them. However, a child whose family did not adequately prepare them for school life, or a child who did not appropriately resolve a previous catastrophe. This stage could result in a reversed experience of lack, weakness, and improperness. Also lacking in emotion is a child who believes that his knowledge and abilities make his teachers and peers less deserving and important. (2015) Sulayman, p. 152–153

5. Understanding identity vs experiencing identity confusion

Thirteen years up till the age of twenty are included in this time frame. In it, people move past the teenage years and look for challenging ways to prove their identity. They attempt to represent their functions, energy, and capacities. And a conflict emerged between societal demands, personal aspirations, and necessities. Teenagers can be identified by their distinct physical, intellectual, emotional, and social changes. For the purpose of confirming the identification of the youth, it probably caused several types of conduct, such as taking the forms for immunization, denial, and shyness. In order to assist him adopt his direction and healthy duties and to support him in controlling his hobbies, abilities, and beliefs so that he can choose and prefer among them, a teenager at this phase has to be supervised and managed by parents and teachers. A teenager may experience a sense of muddled identity if his or her choices don't mesh well together (Zaghlool, 2016: 104)

5-   Intimacy vs isolation

After a human has developed his identity and become a person, he must choose his identity. Although there are many scenes of belonging, marriage is the scene that is most enlarged in human societies. This phase lasts from the end of the teenage period until the early matured phase (young adulthood).

In this stage, a person begins to play a mature social role in his or her society, which enables him or her to draw on prior experiences to practice that role and engage in close, sincere relationships with people of the opposite sex.

6-   The inability of the individual at this stage to form relationships with others forces him into social and psychological solitude, which is undesirable for the person, but the crisis' successful resolution allowed him to love others and be loved in return (Abu-Jadu, 1997: 232).

7-   Generativity vs Stagnation

The adulthood stage of human development is included in this phase. In this period, it is important to abandon inclusion into personality and switch to child care. The social responsibility placed on the individual at this time is to create children and look out for their interests. If he was successful, he would have felt like he was creating; yet, if he were unsuccessful, he would have felt like he was stagnating and taking care of future generations would have been impossible without his ability to do so. Productivity and inventiveness are included in this term.

 Erikson made a comment about this crisis' importance and the place of eternal existence in this world. There is a time in every person's life when they experience reality. And He must exert all of his effort to destroy this connection with concept. He makes an effort to strike a balance between the reality that has been established and the habit he has developed by continued generosity and genuine concern for those around him (Abū-Jadū, 1997, p. 232–233).

8-   Ego integration vs despair

This phase included human life and continued into the time after pension eligibility. In this position, a man will think on his past life. If he sees that his goals have been realized one by one and that his life has been successful, he will feel joyful, hopeful, and self-sufficient. And he understood that his life's ultimate chapter would be perfectly consistent with everything that had come before. And if he considers his life to be nothing more than a dispersed teenager without any goals, he will come to recognize melancholy, hopelessness, and the absurdity of his life, which he feels does not deserve to be lived.

This phase is the culmination of the phase before it and serves as its foundation. Its foundation includes early trust, private independence, an active, independent identity, successful amiability, and creative output. Here, a person will affirm his involvement in this stage of the creation of the next generation, visualize his life circle, and realize the significance of his life. As a result, he will feel self-fulfilled and be liberated from the hopelessness that bound others who faced challenges to overcome on their crisis growth.

Given that there are more elderly individuals in our communities, many of them will have to face their mortality for a very long time. What does it mean to be an old man? What do they require? What obligations does society have to them? Teachers and students must debate these issues and conduct social science research on them.233 (Abū-Jadū, 1998,p 233)

The following table lists Erikson's suggested social and psychological stages.

stage	Time age	Central crisis	Fitted solution
1	First year	Trust vs distrust	feeling of contentment with oneself, society, and those who meet his needs in life
2	Second year	Using vs doubt and shyness	- recognized individual control over one's body, -choice and practice of will, - and ability to influence events
3	3-6 years	Initially vs feeling guilty	Have faith in your own intuition and creativity
4	Sixth- mature	Productivity vs feeling downy	-capacity to research and interest in one's own talents and abilities acquiring a sufficient level of basic social and intellectual ability
5	Mature -18 year teenager	Identity vs lost identity	- Feeling of fulfillment as a person - - To develop a set of goals and values that will allow him to live in constant identity and harmony.
6	18-25 year early mature	Amiability vs solitude	- Ability to approach someone - and make contact with them the capacity to combine one identity with another
7	25-50 year middle mature	Interest with ongoing generations vs indulge in personality	- To put more emphasis on sacrificing one's own needs in favor of those of one's family, society, and future generations.
8	5—death delayed mature	To complete personality vs depression	Confidence in oneself to find a solution to a past psychological issue - A sense of fulfillment and completion in one's life journey.

9-   Elders (75- life end) phase of near death

Before Erikson in 1994, when he was 91 years old, he added a ninth stage to his model (Approximate- death stage). His wife Jane Erikson (1901-1997), who was familiar with his theories and research, explained some of stage features as challenges in the ninth stage represented by facing depression and in the eight stage this challenge shows and accompanied the ninth stage in particular with the weakness in body show and he lost the ability to do some works of such struggle in this stage. Trust in oneself and lost trust, as well as hopelessness, cannot overcome such profound psychological conflict.

According to Erikson's theory, there are nine stages to individual growth from birth to near-death, which are the result of healthy growth and be sequential to acquire the following skills (trust-bod, for example). Erikson spoke about his theory on man circle in life from cradle to coffin, and he signifies each stage of the previous age periods and negative or positive outcome and the psychological disputes continues and overpassing it of Erikson theory basics at each stage.

The hope notion, which begins with a youngster, will be introduced to us by the Erikson theory's studied vision, and this might weaken the term in human consciousness till a person reaches his or her demise (Parlay & Stanford, 2001, p. 2910).Therefore, attention generated by love, which prioritizes others before oneself, will increase the level of caress. To continue human life versus distribution, over occupation hegemony to the concept of death, and one of the poles of the ninth stage is circulated on completeness versus beaten and, finally, strength here means knowledge and complete understanding and mature of issue decision as well as intellectual participation move into the next generation. (1968, Erikson, p. 291)

Failure in this battle at this point may cause despair and the belief that life is too short, and depression may cause pain and result in psychological death before its physical equivalent. We might discover this source of power at this stage, and the second way to resolve the eight crises is wisdom, which refers to taking proactive measures with life while facing death.(Hall,1978,p292)

Death is tolerable with wisdom, and one's place in the human situation is reinforced without being fully gratified. the word sage. It may seem like a difficult chore for every person or old man, but wisdom is essential since it gives life meaning as we age. The fundamental idea is that a person can only truly share his expertise with talented and accomplished people when he is older. Thus, it is necessary for wisdom to be clarified if an elderly man can show his gratitude and true aptitude to provide wisdom that is appropriate for the number of years he has lived (Al-Kafafi, 2010, p. 298).

Research importance and procedures:

The appropriate research method was used in this study to illustrate how the researchers dealt with the procedures' importance in achieving its goals. selecting the study's sample and the society sample. Tools and steps have been taken to confirm stability and statistical methods that have been utilized to handle the data. Thus, a whole procedure is described:

First: Research method:

The researchers employed a technique (correlated descriptive) to measure confirmatory behavior and the attainment of ego identification in the relationships. In order to arrive at acceptable knowledge, or to examine a phenomenon and provide an explanation, the descriptive technique compares, analyzes, and interprets facts and information. Via described the relationship between them by describing its characteristics and dimensions. To arrive at a scientific description (Jedeer, B.T. : 100).

Second: Research society:

It represented each individual and each person who embodied the research problem or all the relevant factors. Considering the study's inherent difficulty in generalizing its findings across the board.58 (Al-Hisnawī, 2018) It establishes the fourth-class secondary school for the central school of the province of Dhi-Qar under the guidance of the research society. both types, genders, and females. For the specialization (literary and scientific) All (90953) boys and girls for the academic year 2022–2023 were divided into 8.522 boys and girls for the fourth-grade scientific class, 4.125 males and 4.397 girls, and 1279 boys and girls for the fourth-grade literary class, in632 boys and 647 girls. As a whole, the fourth grade has studied the school's totals. school No (56).

Third: Research sample:

It's a piece of society that society has chosen to study in order to draw particular conclusions about society. Al-Azawī (2008), p. 18) .Additionally, it is a component of society and contributes to the characterization of society as a whole.(Al-Asadi,2008,p192) Its representative sample, which includes all of the relevant characteristics and features, is a member of one of the original societies that has been the subject of study and inquiry. The ability to examine all the components and original goals of the society will be aided by this portion. which the study addresses.

(Qandaligi, Al-Samaraī, p. 255, 2010) The same population has been dispersed equally throughout the scale sample, statistical analysis, constant sample, totaling 70 boys and girls, exploratory experience sample, comprising 60 boys and girls, and final practical sample, including 363 boys and girls.

Fourth: Tool of the Research

The subsequent research has adopted a behavior scale that is confirmative of behavior and has prepared a scale based on ego identification in order to meet the research objectives. The techniques employed by the researcher in the world of preparing and adopting the two scales are listed below:

The research was used to prepare the scale of ego identification and that was done in accordance with the following phases after the researcher took note of specific Arabic and foreign scales and which employed the ego identity achievement:

To prepare the ego identity by the following steps:

First identity ego identity achieve term

The study identified the theoretical identification to attain the ego identity based on Erickson identification as an internal psychological state including a person feeling with privates and solitude and internal; harmony and connected with specify values and feeling support resulted by tis connection. (Al-Ghamidi,2001,p3)

Second: scale paragraphs are allocated into factors by the first form.

The researcher used a contemporary theory to study ego identity in a method to prepare research tools by relying on earlier studies and literary works that addressed the concept of ego identity achievement, including (40) paragraphs in tis primary form to scale the ego identity achievement written by the praising expression style. At the paragraph-forming stage, the researcher used the following procedures:

- The position content must be as concise as feasible

- Position must be written as short as possible.

- Positions must only communicate one notion

- It has to accept one justification (Al-Khatīb, 2011, p. 47).

Third Replacement weight indicates and in the right manner.

The scale (like me, like me sometimes, do to be like me) has been replaced with the scale (like me, like me, sometimes, do to be like me), which also indicates the correct degree in line with the paragraph's direction. The replacement weight for the paragraphs that expressed good directions ranged from (3), whereas the replacement weight for the paragraphs that expressed negative directions ranged from 1 to 3.

Fourth: To Prepare Scale Regulation :

The guidelines for the scale are regarded as evidence that the respondent should follow when responding to its paragraphs. As a result, the researcher created a set of rules for

students that make it clear how to reply to the scale paragraphs. These rules must be followed:

a. clear, understandable, and capable answer is required.

b. To be appropriate for saying in order to avoid being monotonous.

c. To respond to the scale paragraphs should be included.

It has been noted on the two scales of information that what the researcher has learned is for scientific research, and no one else will know but the researcher. It has been confirmed not to mention the name to make the responded keep the secrecy of answer and overcome the amicability element. The respondent is asked to write down some of the specific information linked to the variables of the current research and organize its components. All responses are allowed, although not all are correct.

Fifth: to ensure the validity (artificial validity) of the paragraphs

The paragraphs have been provided by this first form numbered (40) paragraphs upon groups of regulators with expertise in psychology and psychological guard and scale and correctness (attachments) in order to ensure the validity of the paragraphs related to the scales of the ego identity. If one of the regulators questioned, do not 4) after identifying the ego identity word.

1. To assess the paragraphs' applicability to the scale that has been established.

2. To implement any adjustments (return, form, integrate, remove, or add to paragraphs) that they see appropriate.

3. To evaluate the extent of replacement fitness responses that are calibrated to scale paragraphs.

The researcher used the regulators' ratings of (80) and above as a scale for reference to refer to the artificial validity of the scale, and after assessing their ratings in accordance with the percentages in table (8), this is made clear. Regarding the paragraphs that have been amended in accordance with regulators' suggestions, as demonstrated in (40 here, the number of the scale to establish ego identity adopted to practice on statistical samples is (400 as seen in the attachment (6).

Sixth: Exploring experience (scale-based ego identification)

After preparing the ego identification in its final form, the researcher practiced the scale in a random sample of (60) male and female students at the center school of the Dhi-Qar province with (30) boys and girls to make sure that the sample understood the scale's rules, the scope of its clarification, and understood the paragraphs and its understanding, as well as the style of forming to reveal unclear paragraphs by language and content and making tests of its fit.

The respondents understood the rules of the scale's paragraphs and how to react, and the time spent answering questions regarding the scale was approximately 913–20) minutes.

Statistical Analysis for the ego identity achievement paragraphs

A.   Distinguished strength for paragraphs

By estimating the distinguished strength for each paragraph, this approach aims to preserve the distinguished paragraphs and advance the undistinguished paragraphs. By deleting uninteresting paragraphs and keeping the one that highlighted the particular sample. If a paragraph possesses a distinctive strength, it can be discriminated between people with higher degrees and people with lower degrees in the idea by which it is measured. However, if the paragraphs cannot be distinguished using this image, they are useless and must be removed from the scale. (Tyaer,1989,p100)

he researcher used the following techniques for statistical analysis of the data: - The researcher rectified each questionnaire and gave it a full grade.

- The order of the questionnaire (363) is higher degree to lower degree. represent rate (27%) of the questionnaire being received, reaching (98) questionnaires, and rate (27%) of the lower degree questionnaire.

The researcher has then tested the difference between the mean degree, higher group, and lower group for each paragraph using a T-test on two distinct samples. Nevertheless, this was explained by the notable paragraphs at the level of reference (90.050 with free degree 9194) and table (9).

B- The internal harmony (it has been determined that the following sentences are legitimate paragraphs:

- Relationship between the paragraph degree and the scale's overall degree

The relationship between the degree of each scale paragraph and the overall scale degree was calculated by the researcher using the Pearson coefficient. The findings of the statistical analysis are displayed using SPSS.

Note: all of the values in the tables above are connected to degrees that are statistically greater than those in the tables, reaching 90.100 at a level of (0.05) with a free degree (361).

Standard characterization (psychometric) for scale

Constance and validity are both sides of the scale, making them necessary for its application. Accordingly, the study examined the following characterization:

First: validity of scale:

One of the most crucial characteristics that must be considered when highlighting psychological balances is validity, and the validity scale is the tool to achieve appropriate job preparation and the scope of limited goal achievement (Alām, 2000, p. 28). Regarding the current scale, two validity indicators have been calculated: artificial validity and constructed validity, as well as the interpretation of what is meant;

A:Artificial validity:

By defining scale meaning, researchers will produce fake validity for the scale of ego identity success. The legitimacy of behavior and the paragraphs which scale to acquire ego identification were agreed upon by the educational regulators and psychological sciences.

Construction validity:

The psychological traits that were evident at test markers or a scale are referred to as the construction validity. It delivered a treat that can only be perceived psychologically. However, it's concluded by some actions related to it. (Mulhim,2002,p269)

By using the following indicators, the researcher performed construction validity

-The paragraphs are strong in their own right.

-Relationship between paragraph degree and overall degree.

Second: scale reliability

According to statistics, Constance refers to a scale's degree of balance, harmony between its parts, and accuracy (Maran,1982, p. 23). The fixed tool yields comparable results at the frequency state of theory scale several times consecutively on individual subjects under the same conditions. The researcher defines Constance in two ways:

Test-Retest:

By using the scale tool twice and over two periods of time on a certain individual, Erikson (Erikson, 1991, p. 527) validates the Constance coefficient calculated in this manner. The research return practice the scale on (70) male and female students after a period of at least three weeks after the being practicing at the first time in order to make out a Constance coefficient to the scale of ego identity success. The Constance Coefficient of scale was reached (0.940), which is a fit marker and proof of paragraph harmony that can be relied upon, and the researcher made calculations based on individual coefficients between individuals in the first and second practices.

Alpha Croon Bach method:

For internal directness and consistency calculations in this manner, the statistical analysis level attained 9363) lists is submitted to the alpha Croon Bach and reached the value into (0,74), which is satisfactory in comparison to values of collateral coefficient.

Statistical markers:

In order to statistically calculate the markers as stated in table (13), the researcher makes use of the statistical package for social sciences (SPSS). When observing the values of the statistical markers mentioned for achieving ego identity, the table shows the degree into frequented distribution by.. distribution as the mean, median, and modes nearly also, torn coefficient reached zero, whether it is positive or negative. Accordingly, the scale representative for the psychological term refers to a society sample that allows for the practice of results for the scale; Ūda 1998, p. 86) form (2) illustrates it. This is the frequency distribution form for close degree of the tolerate distribution.

Give a finalized description of a scale (ego identity attainment).

The scale (ego identity achievement) reached the final image (40) paragraph versus three variables and the replacement reached (1,2,3) sequentially. The scale of validity distinguishes with Constance and validity and reached higher degree (1200 degree and less degree (400 and all the degree are positive except the paragraphs No (3) (4) (8) (9) (14) (18) (21) (22) (26) (28) (30) (31) (32) (34) (35) (38) (39) all are negative paragraphs as it se.

Statistical Instruments

The researchers used different statistical tools to meet the needs of the research, such as SPSS, a statistical package for the sciences, in the construction processes and to analyze the research findings.

1. The T-test: is utilized to determine whether there is a difference between the estimated mean and the ostensible median for each member of the current study sample.

2. T-test for two independent samples: this method is used to determine the distinct power to two scale paragraphs by utilizing extreme samples styles and to determine the difference in reference based on gender.

3. Correlation using Pearson Coefficient: to determine the scale Constance by the test, to understand the connections between each paragraph and the total number, to understand the connections between each paragraph, to understand the connections between all fields, to understand the connections between scale and another scale, and to understand the connections between two variables of the research (confirmative behavior and ego identity achievement).

4. Alpha Cronbach equation: Constance was calculated using the internal harmonized method.

Showing Results and interpretation

In addition to displaying the conclusion, advice, and suggestion under the following results, this chapter also featured showing the results and how they were evaluated and discussed in relation to the data and subject goals.

A scale of ego identity accomplishment for the research sample.

To do this, the researcher utilizes a scale of ego identification for each of the (363) participants in the research sample. The results show that a scale average of 92.910 degrees was achieved. (8.30) degree and at equilibrium to this average with claimed median (') achieved (80) degree by applying t-test for one sample, it illustrates the difference with statistical justification for the purpose of computed mean. If the T-value calculated is higher, the table will display this Table (15) t-value reached (1.96) with free degree (62) and reference level (0.05).

T-test comparing the sample mean and the scale's alleged median for ego identity accomplishment

Sample size	Calculated median	regression	Supposed mean	T-value calculated	T – valued table	Free degree	Level reference
36	920	8.3	80	290	109	36	
3	91	0		64	64	2	

The table (15)'s results make observations on the research sample's greater levels of ego identity attainment.

This finding was interpreted as showing that students who have high levels of ego identity achievement have a successful sense of who they are and what they will become in the future. They will be able to work independently without feeling close to others. And with assuming a social position, geared toward constrained goals and creativity due to the perceived limitations of time, with identifying a philosophy to the purpose of his life (Mursī, 2001, p.2). Erikson affirmed the role that society plays in ego development since people need to be supported by their society in order to feel like themselves. Additionally, while his character is impacted by his relationships with others, society can help by giving people different roles to play in order to lessen conflicts in their personal lives. Erikson believes that social influences aren't always helpful, but he may embrace negative cultural norms that prevent the development of his ego identity. Thus, Erikson theory may be viewed as a theory of ego identity growth in particular and social, psychological growth in general.

According to (Al-Ghamidi, 1421, p. 20), Erikson develops his theory and new vision in which he shifts from the biological necessity, which gives great attention to the sexual and psychological strength and is considered to be a basic to the growth, to the growth vision as a developing operation dependent on biological reaction. Al-Balawi, 1432H, pages 9–11

According to the variables in sex and specialty, Aim(2) identity had different levels of ego identity achievement.

The researcher employed two-way Anova to determine the differences in evidence that led to ego identity in accordance with the variables of gender and specialization at the two tables in (20-21) in order to accomplish this goal.

Table Mean and scale regression for the ego achievement scale according to the variables of gender and specialty

variables	No	Mean	Standard Regression
Male in scientific	186	92.11	10.14
Male in literary	28	87.93	4.79

Males in scientific	214	91.57	9.71
Female in scientific	132	95.65	4.11
Female in literary	17	88.53	7.63
Females in literary	149	94.84	5.14
All in scientific	318	93.58	8.37
All in Literary	45	88.16	5.95
all	363	92.91	8.30

Table Results of the two analyses that revealed how the variables of gender and specialty affected the reference to acquire ego identification

S of V	S of S	D.F	M.S	F	Sig
Gender	890.303	1	890.303	14.02	sig
Specialty	1109.736	1	1109.736	17.476	sig
Gender specialty	80.291	1	80.291	1.264	Not sig
Fault	63.501	359	63.501	---	---
all		363	---	---	--

1. For the benefit of girls, there is no difference in ego identification achieved with statistical reference, as the calculated f value reached (1.02), which is higher than the table F value reached (3.84) at the level of reference (0.05) and free degree (1-359).

2. The computed f value attained (17.476), which is higher than the table F value reached (3.84) at the level of reference (0.05) and free degree(2-359), shows that there is no difference with statistical reference to achieve ego identity according to variables of specialty and scientific.

3. The F value calculated (1.264), which is lower than the table F value summed (3.84) at the referred level (0.05), and free degree (1-359), indicate that there is no referred interaction between the variables (gender and specialty). This outcome can be described in light of the development and consciousness that occurred in the characteristics of Arabic society. Due to the fundamental handling of the two genders, women have some level of independence in all spheres of life in accordance with Islamic Sharia. And while maintaining the male position, this development has opened the path for youth, both male and female, to expand the exploration area at the time of their identity formation, which will enable them to take on obligations under specific circumstances.

The ongoing social changes over the past several years and the intervention of media channels and social communication webs in the reformation of society's structure and constituent parts are the causes of this divergence. Materials presented to media outlets generally and social media networks specifically target teenagers and young people of both genders. These websites give people a chance to express who they are, as well as a fair chance to acquire information and present a case for both.

Through such webs, social contact became broadly accessible with little restrictions for everyone. We cannot deny this reflection of reality, so Arab culture began giving youth a lot of opportunities in terms of their future careers and aspirations for both men and women. It was made possible for women to express themselves collectively and to create for them a broad area where they could experiment with various social roles and explore various ideas in a way that did not differ from what is possible for men.

According to Al-Khafaji (2009), the educational association's responsibility in providing unified methodologies and vocational training appropriate for both genders is what ensures that males and females have equal access to knowledge in the sciences, knowledge, and teaching experiences. And it's likely that everything working together will facilitate teenagers' building identities and help them stand out from one another during this operation (Al-Dūsari, 2017, p. 70).

Conclusion:

The summary of this present research results are the following:

1.   1. The research sample has abstracted ego identity successes, but the children have concrete successes in recognizing who they are and what they will become. His expectations for the future will therefore be tied to the idea of being able to work alone without feeling close to others, to inform with a social function and guided into constrained goals, to perform it with a limited seen time, and to identify the philosophy of life.

2.   In order to obtain the ego identity according to the gender variable for females, there are differences with statistical references. This indicates that Arabic society is advancing and becoming more cognizant. As a result, he adopted a female identity in order to maintain his status as a man and deal with both genders in a way that complied with Islamic Sharia. This development prepared the way for both male and female youths to increase the discovery distance during the formation of their identities so that they could fulfill their obligations on specific grounds.

Recommendation:

According to the findings of the current investigation, the researcher suggests that:

1. Educational opportunities that assist students in developing a habit to acquire ego identification, in particular with making being less number of the current search, are provided through the school textbooks.

2. To concentrate on concepts related to self-trust.

Suggestions:

Studies that used the results of the current study have suggested further research in the areas listed below:

1. To conduct comparable studies for the ongoing research on diverse societal areas.

2. Conducting research focuses on the connection between ego identity creation and other factors (aggression, violence, extremeness, and individual inventiveness) that were not addressed in the study.

3. To do research on the development of this concept and how it relates to different ages.

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