

## **Self-Ego Dialogue with Preparatory Teachers**

By

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### **Abstract**

The current research aims to identify the self-ego dialogue of middle school teachers, and in order to reach this goal, the researchers selected a sample consisting of (332) teachers from the preparatory stage in the province of Babylon for the academic year (2021-2022), where the researchers adopted the scale (charlotte w.lewis, 1991) for the self-ego dialogue based on the theory of (Hubert Herman, 1991) The researchers also carried out statistical analysis of the vertebrae and carried out the verification of the psychometric characteristics of (stability, Truthfulness) and the apparent honesty was extracted by presenting it to a group of specialists and arbitrators in the field of psychometrics and psychology to express their opinions on the validity of paragraphs, while consistency was extracted in two ways. The first method is re-testing, and it was (0.83), and the second method is the Cronbach alpha with a value of (0.81), Having ascertained the validity of the tools through indicators of honesty and consistency, and applying them to the research sample and then conducting the statistical collection and processing of the data, the current research has reached the following results: the middle school teachers have a self-ego dialogue. And through this conclusion reached in the current research, a set of recommendations and proposals have been developed.

**Keywords:** Self-Ego Dialogue

### **First: the research problem**

The self-ego dialogue is one of the complex concepts in terms of concept, and its study is much more difficult than studying other psychological concepts, which led to the severe scarcity of scientific literature, research and studies on this subject. And the difficulty of measuring it with individuals is that it is directly affected by emerging situations and events, both positive and negative, and which occur on a daily basis (Hall & Smotrova, 2013: 75) and as a result of the tragic conditions and difficult events that our country has gone through, where members of society were exposed For many years, the Iraqis faced many psychological pressures and conflicts due to the wars they went through, in addition to the displacement and destruction that pervaded many areas of people's lives. Individuals were exposed daily to shocks, painful events, and an atmosphere charged with various problems at all levels of life, including economic, social, psychological and political. It has an impact on the life of the Iraqi individual in general and middle school teachers in particular, as well as the feeling of unknown goals in the current situation, which came as a result of political changes Social, economic, and social developments and developments in all values, customs and ways of life (Al-Hasnawi, 2019: 2), which results in a pessimistic character of the self-ego dialogue that affects the effectiveness of the individual and his mental health, and that the self-ego dialogue is usually affected by the internal factors of the individual and the external factors that It is produced by the social reality and as a result of the difficult life that individuals live and the harsh events

that they face usually result in an ego-self dialogue dominated by pessimism, grumbling, self-blame, and blaming reality away from optimism, hope, future aspirations and positive attitudes towards life and its various attitudes as seen by the researchers.

Hardy (2005) explained in an interview with an individual who uses self-ego dialogue in a negative way, also known as non-productive self-talk) as a strategy for organization and planning, that his role in exciting situations and difficult events is usually the so-called "inner critic" as the ways in which his inner voice works have been associated with certain psychological conditions such as anxiety, depression, and post-traumatic stress disorder, and this type of self-talk may be inherently critical of the individual, and even that It reaches such a point where he presents challenges to his own behavior, or even directs insults, and examples of these beliefs and esoteric thoughts that lead to the self-ego dialogue of a negative nature are "I am a failure", "I am unloved", "I have no appreciation, because the self-ego dialogue is closely related to self-feeling (Boroujeni & Shahbazi, 2011; Khan, Won, & Pembecioğlu, 2021).

### ***Do middle school teachers have self-ego dialogue?***

#### ***Second: The importance of research***

The importance of ego dialogue is illustrated by what Hermans et al., 1992 has put forward that it is extremely useful in the field of developmental psychology because it allows individuals to understand how to build their vision of themselves based on their relationships with society, that as a mystical discourse, it is a behavior, and construction carried out by the human mind and a tool for making decisions and discovering new knowledge and is responsible for the planning process to achieve the desired goals when individuals use words to convince themselves of their ability to accomplish Tedious Tasks Dolcos & Albarracin (2014: 636) ) The ego self-dialogue (also known as productive self-talk) involves observing the reality of the situation, transcending beliefs and prejudices that can lead to negative self-talk, as well as a special form of positive self-talk that helps to modify the market and improve performance and is more effective than talking to others and improves participation in a task (Lewis, 2002; Masoud, 2020; Mohammed, Homaid, & Alaswadi, 2020).

#### ***The importance of the current research lies in the following***

- ❖ This study is the first at the local level (as far as the researchers are aware).
- ❖ This research is concerned with the concept of self-ego dialogue among middle school teachers, this concept represents a real starting point in their interim lives as it represents preferences in the use of certain methods in dealing with others effectively and perfectly.

#### ***Third: Research Objectives***

##### ***The current research aims to identify***

- 1 - Self-ego dialogue among middle school teachers

#### ***Fourth: Limits of research***

The current research has been determined by the teachers of the preparatory stage of both sexes (male and female) and specialization (scientific, humanitarian) for the academic year (2022-2023).

#### ***Fifth: terms definition***

##### ***Definition of terms***

***Self-Ego Dialogue:*** Hermans (Hermans, 1991): The self-ego dialogue is a mental activity in which the individual openly expresses the thoughts that go on inside him with the

self-based on external dialogues and situations to which they are exposed (1996: 31) Hermans,)

### ***Theoretical definition***

The researchers adopted the definition of 1996 (Hermans,) because they adopted the scale (Lewis, 1991) which adopted the definition and theory of 1996 (Hermans,) itself.

### ***Procedural definition***

The total score obtained by the respondent through his procedural answer to the paragraphs of the self-ego dialogue scale used in the current research.

## **Chapter Two**

### ***A Theoretical Framework***

#### ***The ego-self dialogue***

Self-ego dialogue or the so-called inner talk has been used in different disciplines, and has been used to describe aspects of communication within the individual himself and this term has gained special importance, and plays a large role in areas of psychotherapy research such as Ellis emotional rational therapy and cognitive therapy for Beck, and in these studies the ego self-dialogue is seen as a powerful tool to transform irrational and unproductive thinking into desirable rational beliefs (76:2013, Hall & Srmotrova,) Since the speech and speech of individuals is not limited to social situations and events and in an apparent form only, but the process of speaking, dialogue or talking with oneself or self can occur when the individual speaks about himself from cognitive content, whether it is in an audible or inaudible voice (Al-Attar, 2019: 393).

#### ***Hubert Hermans' Dialogical Self-Theory (1991)***

The theory of the dialogic self-originated in the nineties by the Dutch psychologist Hubert Hermans (1991) based on the integration of William James' central self and Mikhail Bakhtin's dialogic and cultural school, and the aim of this theory was to define a new view of self-building through self-knowledge dialogues itself 1996: 33 Hermans,) The theory was also influenced by some European philosophical traditions, American empirical approaches and traditions, which in turn were heavily influenced by Martin Heidegger. His argument implicitly that our existence in the world is intrinsically determined with other people and that the specific human nature can only be properly understood as part of a social relationship, and so Hermann felt the need to recognize the subjective aspects within the psyche of the functioning of the personality and its evolving character by social life.

Hermans began to develop a method of self-confrontation that encompasses the inner understanding of the same person through the inner dialogue of the self 1998: 1112 (Hermans & Kempen), through this theory he tried his intention to decentralize the classical view of the self as an exclusively individual or social construct and he emphasized that we are a combination of both the individual and social dimensions 2005: 84) Hermans, Oles &) The theory of self-dialogue also weaves two concepts together, the self and dialogue, in a way that achieves a deeper understanding of the interdependence of the self with society. Typically, the self-concept refers to something "internal", that is, the intellectual process that takes place within an individual's mind, in the connection of dialogue with something "external", that is, the processes that occur between people who are involved in communication, and the complex concept of the "dialogic self" transcends the binary division between the "self" and the "other" by instilling the "outside" in the "inside" and in the introduction of the "inside" into the "outside".

The subjective mind is filled with all the multiple "subjective attitudes" that connect dialogue relationships with each other, and the theory of self-dialogue considers that the "self" is "extended", that is, individuals and groups must be integrated into the larger society as elements of the micro-society of the self. Therefore, as a result of this extension, the self includes not only internal attitudes (for example, I am as the son of my mother, I am as a teacher, and I am a lover of jazz), but also includes external positions (e.g., my father, my pupils, the groups to which I belong) 2012: 3) Hermans,) and according to this dialogical approach the theory has two perspectives:

- **The first perspective:** it is the attitude that focuses on all the ways in which we present self-dialogues towards ourselves and the ways in which we perceive ourselves, for example: I am a lover of animals, I am creative, I am an enemy of those who are bad,
- **The second perspective:** It represents external attitudes which are those roles that we play in society, for example: "I am a father, I am a math teacher, I am a father, etc. 2011: 656 (Hermans,)

## Chapter Three

### **Research Methodology and Procedures**

**First: Research Methodology:** The researchers used the descriptive method, which is based on the observation and interpretation of the phenomenon as it is considered an appropriate approach to the nature of the objectives of the current research as it is based on the description, interpretation and analysis of the relationships that exist between phenomena (Van Dalen, 1985: 312).

### **Second: The research community**

The current research community is determined by the teachers of the preparatory stage in the province of Babylon for the academic year (2021-2022), which number (2432) teachers and schools as in Table (1).

**Table (1) Search Community**

Total summation	1123	Humanitarian	scientific	Female	1309	Humanitarian	scientific	Male
2432		771	352			892	417	
		Total Humanitarian specialization				Total scientific specialization		

### **Third: The research sample**

The statistical analysis sample consisted of (400) teachers and schools from the original research community, as shown in Table (2).

**Table (2) Statistical Analysis Sample**

Total summation	185	Humanitarian	scientific	Total female	215	Humanitarian	scientific	Total male
400		127	58			147	68	
		total summation				total summation		

The final application sample was (332) teachers and schools from the original research community as shown in Table (3).

**Table (3) showing the sample of the final application distributed by specialization and gender**

total summation	Humanitarianscientific		Total females	Humanitarianscientific		Total males
153	105	48	179	122	57	
332	Total summation for female			Total summation for males		

**Fourth: Research tool**  
**Self-ego dialogue Scale**

**1. Description of the measure of self-ego dialogue:** After the researcher reviewed previous studies and after reviewing the psychological literature that dealt with the self-ego dialogue, the researchers did not find a scale at the Arab level commensurate with the nature of the current research sample, namely (middle school teachers, so the researchers resorted to adopting the scale (charlotte w.lewis, 1991) which is based on the theory of (Hubert Herman, 1998) and the scale consists of (21) paragraphs, the time to answer it (10-15) minutes, The scale was bi-substitute (true, false) and then the respondent's responses are grouped on the paragraphs of the scale and the grand sum represents the degree of the respondent to be measured on the self-ego dialogue scale.

**2. Validity of the paragraphs of the self-ego dialogue scale**

For the purpose of achieving the validity of the paragraphs of the self-ego dialogue scale, the paragraphs in their initial form of ((20 paragraphs)) were presented to a number of arbitrators in the Department of Psychological, Educational Sciences and Psychometrics, whose number is (30) arbitrators in order to judge the validity of those paragraphs and their suitability for middle school teachers as well as the integrity and wording of the paragraph for the purpose for which it was developed, as the values of (x2) calculated for the paragraphs ranged between (10.8 - 30) and are higher than the value of (x2). The adult tabular (3.84) at the level of significance (0.05) and the degree of freedom ((1) and accordingly all paragraphs have been considered valid, and a paragraph has been added by the arbitrators to make the scale consist of (21) paragraphs and table ((4) shows this.

**Table (4) Validity of the Paragraphs of the Self-Ego Dialogue Scale**

Indication level	Tabular	Calculated	DisagreeAgreed		Paragraphs number	Self-ego dialogue
0,05	Ca <sup>2</sup>	Ca <sup>2</sup>				
Significant	3.84	30	0	30	1,4,7,11,15,18,21	
		26.13	1	29	2, 5,8,9,13,19	
		19.2	3	27	3 ,9,12,16,	
		10.8	6	24	6,10,14,17,20	

**3. Experience the clarity of instructions and paragraphs for the measure of self-ego dialogue**

The purpose of using this sample is to verify the extent to which the sample members understand the paragraphs, to calculate the time taken to answer, and to diagnose the difficulties faced by the respondent (Zamili,). 53:201 The self-ego dialogue scale was applied to the survey sample selected in a random class method (Random Sample) which was represented by the teachers of middle schools in the province of Babylon, selected from them in a random way (40) teachers ‘ half of them from the scientific specialization and the other half from the human specialization and Table (5) shows this.

**Table (5)** *Sample of clarity of paragraphs and instructions distributed by gender and specialization*

Total	Specialization		School name
	Humanitarian	scientific	
20	10	10	Shomali Preparatory School for Boys
20	10	10	Maysaloon Preparatory School for Girls
40	20	20	the total

In order to clarify the answer, the researchers gave an illustrative example showing the correct way to answer, by choosing the appropriate alternative, and then telling them that there is no right and wrong answer, and after conducting the survey application of the scale it turned out that all its paragraphs were clear and its instructions are understandable for the respondents, and the time spent in answering it ranged between (10-15) minutes.

#### **4. Statistical analysis of the paragraphs of the self-ego dialogue scale**

The process of statistical analysis of the paragraphs of the scale is of high importance because of the function it performs that contributes effectively to the emergence of effective measurement tools that measure human characteristics and features accurately and that the purpose of conducting it is to ensure the quality and efficiency of each paragraph of the scale in its ability to measure what it was designed to measure (Al-Nabhan, (20:2013) and (Suleiman and Abu Allam),

Statistical analysis of metric vertebrae is of high importance for its function and actively contributes to the development of effective measurement tools that measure human characteristics and features accurately and that its purpose is to ascertain the quality and efficiency of each paragraph of the scale in its ability to measure what it is designed to measure (Al-Nabhan, 220:2013 and Suleiman and Abu Alam, 312:2010).

Moreover, the objective of the analysis of the paragraphs is to determine whether it can be distinguished between the examiners in the characteristic or characteristic measured by the scale (discriminatory force) (the "peripheral force"). (161:1997) Since psychometric literature indicates that he prefers to choose a sample of at least (400 individuals. (Anastasi,1988:23)

Because this size achieves an appropriate size in each of them when the two party groups are selected at 27% per group, and also makes a good difference between them. (Ghiselli et al, 1981:434)

The discriminatory force of the ego dialogue scale paragraphs was extracted based on the following two methods:

The two-party group method was used to verify the discriminatory power of the ego dialogue metric paragraphs after applying the metric paragraphs to the statistical analysis sample of 400 teachers. Follow the following steps:

- ❖ Correct the scale and find the overall score for each form.
- ❖ The overall grades of the ego self-dialogue scale forms are gradually arranged from the highest score of the scale to the lowest score.
- ❖ A percentage (27%) of the highest-graded forms was selected as the highest group and the lowest as the lowest group, with the number of forms in each group (108 of which the number of forms underwent statistical analysis is 216).

- ❖ The computational medium and standard deviation of both groups (upper and lower) were extracted, and the T-test of two separate samples (t-test) was then applied to verify the test of the indication of differences between the averages in the upper and lower groups. The T value was an indicator that differentiated the paragraphs of the scale by comparing the T value calculated with the tabular and overvalued T value (1.96 to degree).

**Table (6) Discriminatory force of self-ego dialogue measure paragraphs**

Indication level 0.05	T value	Lower group		Upper group		T
		Standard deviation	SMA	Standard deviation	SMA	
Significant	8.46	1.044	3.94	.391	4.84	1
Significant	7.44	1.014	4.02	.456	4.81	2
Significant	9.58	1.169	3.42	.646	4.65	3
Significant	8.00	1.137	3.57	.721	4.61	4
Significant	9.05	1.123	3.64	.557	4.73	5
Significant	8.41	1.049	3.76	.483	4.69	6
Significant	10.50	1.088	3.45	.526	4.68	7
Significant	7.73	1.167	3.68	.614	4.66	8
Significant	10.56	1.198	3.28	.616	4.65	9
Significant	8.95	1.256	3.45	.585	4.65	10
Significant	9.25	1.153	3.42	.599	4.57	11
Significant	8.54	1.122	3.44	.690	4.53	12
Significant	8.75	1.176	3.40	.751	4.57	13
Significant	11.04	1.040	3.32	.550	4.57	14
Significant	8.67	1.183	3.39	.703	4.54	15
Significant	9.31	1.172	3.51	.590	4.69	16
Significant	11.51	1.142	3.38	.476	4.75	17
Significant	11.33	1.197	3.12	1.142	3.38	18
Significant	8.90	1.176	3.41	.617	4.55	19
Significant	9.79	1.276	3.19	1.176	3.41	20
Significant	9.48	1.259	3.39	.538	4.64	21

When looking at table (6), the paragraphs of the ego dialogue scale are all distinct. The calculated T values range between (7.44-11.51) and are higher than the extreme tabular T value ((1.96 at 214) and at an indicative level (0.05), which means that the self-ego dialogue measure paragraphs have the ability to distinguish the trait to be measured in respondents.

**B. Linking the degree of the paragraph to the overall degree of the ego dialogue measure**

The two researchers used the Pearson Correlation coefficient to find the correlation between the degree of each of the scale paragraphs of the overall scale and the same sample used in the adult statistical analysis (400 teachers and teachers as shown in table 7).

**Table (7) Subparagraph Degree Correlation Coefficient Values to Overall Ego Dialogue Scale**

Subparagraph coefficient	Paragraphs	Subparagraph coefficient	Paragraphs
.411	12	.446	1
.520	13	.467	2
.477	14	.434	3
.317	15	.444	4
.449	16	.427	5
.468	17	.502	6
.413	18	.443	7
.421	19	.430	8
.558	20	.402	9
.598	21	.322	10
		.363	11

## **5. Psychometric characteristics of the ego self-dialogue scale**

### **\* Indicators of scale sincerity**

The veracity of the scale has been verified by the following indicators:

#### **a. " Apparent honesty**

The general appearance of the test, in terms of the type of vocabulary, how it was formulated, how clear it was, as well as its own instructions and how appropriate the test was for the purpose for which it was developed (Imam et al., (126:1990).

Actions of this type of honesty include the initial presentation of the scale by the two researchers to a group of experts and specialists, to examine the paragraphs of the scale and their relationship to the target for which the scale was designed (Ghenaim, 89:2004).

Apparent honesty is not a good psychometric method of calculating honesty, if used as a preliminary examination procedure for test paragraphs (G et al., (253:2012). This procedure has been verified by presenting the measure to the arbitrators in the Department of Educational and Psychological Sciences and Psychometrics (Annex 4). This is mentioned in the paragraph of the validity of the paragraphs.

#### **B. Sincerity of Construction**

It represents a psychological feature or quality that cannot be directly observed and is inferred from the group of behaviors associated with it (Melhem, 273:2012).

It is one of the most complex types of honesty; Because it is based on empirically verified theoretical assumptions, the scale designer relies on theories of the attribute to be measured, and if the results are consistent with the assumptions on which the test designer is based, the construction sincerity index indicates that if the inconsistency means an error in the application's experimental design (refined, 155:2013).

The veracity of the construction of the self-ego dialogue measure has been verified by the following indicators mentioned earlier in the statistical analysis of the measure's paragraphs:

- 1- Discriminatory force in the way of the two-party groups.**
- 2- The relationship of the paragraph's degree to the overall degree of the scale.**

#### **Scale Stability Indicators**

Measurement tools are intended to be highly accurate in mastery and consistency, and to be stable in the information they provide about the examiner's behaviour (Glorious, 124:2014). The two researchers have used two methods to extract stability as follows.

#### **Test Method - Re-test: Test - Retest Reliability (Stabilization Coefficient)**

This method is based on the re-application of the test to the same group after a certain period of time, in the sense that the same group is subjected to the same test in two different periods of time (denominators and others, (237: 2012 In order to find a constant factor for the self-ego dialogue measure, the measure was applied to a sample of 40 non-research teachers selected at random and in equal numbers by sex and specialization from two schools, one male and one female. reinstatement of the scale on the same set after two weeks of the first application, which is an appropriate period; So the respondent can't remember the answers last time (Adams, 1964:58).

Then the relationship between the first and second application scores was calculated using the Pearson correlation coefficient and reached the persistence coefficient extracted by the retest method (.83)

### ***Fakronbach Method***

In order to find a stabilization factor for a scale, the Fakronbach equation was applied to the adult statistical analysis sample ((400 teachers and schools), reaching the persistence factor extracted in this way (.81).

### ***6. Statistical indicators of the ego self-dialogue measure***

The psychometric literature indicated that the statistical indicators that should characterize the scale were the identification of the nature of moderate distribution; Thus, some statistical indicators of the ego self-dialogue measure were extracted based on the statistical analysis sample of 400 teachers, including: (computational medium, intermediate, direction loom, hypothetical average, standard deviation, variability, twist, fuss, higher grade, lower degree) To find out how close the sample scores are to the moderate of the scale, the distribution of the sample scores of the scale was found to be close to the moderate distribution, which is a positive indicator, allowing the results of the application of this scale to be disseminated if later used. For this purpose, the statistical package of the social sciences (Spss as shown in Table 8) was used.

**Table 8** *Statistical indicators of the ego self-dialogue measure*

<b>Indicators value</b>	<b>Statistical indicators</b>
88.19	SMA
.517	Average standard error
90.00	Meditor
95	Mode
10.34	Standard deviation
106.938	ARIANCE
-1.056-	Skewnss
.122	standard Error in Skewnss
1.418	Kurtosis
.243	Standard Error In Kurtosis
54	Range
46	Lowest level
100	Maximum level

Table 8 shows that statistical indicators of the ego self-dialogue measure as individuals' scores are approaching moderate distribution and so we can use the teacher census.

## **Chapter IV**

### ***Presentation, interpretation and discussion of results***

#### ***First: Presentation, discussion and interpretation of results***

##### ***First objective: To identify about the self-ego dialogue of middle school teachers***

To this end, the Self-Ego Dialogue Measure was applied to the 332 members of the sample teachers and teachers, after collecting, analysing and statistically processing the data, averaging 88.19 with a standard deviation of 10.34, comparing the computational average with the hypothetical average measurement of 63, and identifying the differences between the sample members.

**Table (9)** Average arithmetic, hypothesis, standard deviation and T value of the self ego - dialogue for research sample individuals

Indication level 0.05	T value		Standard deviation	Hypothetical mean	Degree SMA of freedom	Sample Variable	Self-ego dialogue
	Tabular	Calculated					
Significant	1.96	44.32	10.34	63	88.19331	332	

Table ((9) shows that there are statistically significant differences in the ego self-dialogue by comparing the calculated T value of 44.32) with the tabular value of 1.96 at an indicative level (0.05 and degree of freedom (331). This shows that the research sample (preparatory schoolteachers) has the ego self-dialogue.

This result can be explained in the light of Hermans' interactive self-theory (Hermans, 1991), adopted by the researcher, that teachers and teachers had an ego dialogue because such behaviour arises and is influenced by the social and cultural attitudes with which the teacher interacts to build private self-knowledge dialogues, abilities and special possibilities. Therefore, they can take the voices of key social figures who surround them at the stages of their lives, especially while working in the professional environment through their social, cultural and cognitive interactions and by modeling each other's behaviors. And so their approach to self-dialogue was focused on all the ways that they perceive themselves and offer self-dialogue to themselves in a constructive positive way, like saying with themselves I'm creative, I'm an enemy of the bad ones. It also focuses on external attitudes, which they play in society when they say that I am a father, a teacher, etc. As intellectual and conscious personalities, they were mentally capable of imagining the internal intellectual dialogue that the mind engages in in a constructive and self-positive dialogue about their lives. And for the purpose of discussing this result with the results of previous studies, the researcher did not find a study of the self-ego dialogue that dealt with the sample itself.

## Recommendations

*Based on the findings of the present research, the two researchers recommend*

- ❖ Pedagogical and psychological counsellors and psychologists who are responsible for mental health can take care of ego self-dialogue as a strategy to modify behaviour and build oneself.
- ❖ Emphasis is placed on the concept of self-dialogue within the qualification and development courses held in the preparation and training department of the directorates of education

## Proposals

*In the light of the research findings, the two researchers make the following proposals*

- ❖ Conduct studies to identify the relationship between ego self-dialogue and other variables such as (self-image (realistic - perfect), future thinking).
- ❖ Conduct a study on self-ego dialogue in (students, non-students) at the same age to see the impact of education on self-ego dialogue.

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