

Perceptual closure of educational counselors

By

Rezab Abdel-Razzaq Mahmoud Al-Saeedi

Dhi-Qar University / College of Education for Human Sciences/Iraq

Email: abdilkarim@gmail.com

Abdul Karim Atta Karim

Dhi-Qar University / College of Education for Human Sciences/Iraq

Email: redab078166431@icloud.com

Abstract

The current research aims to identify the cognitive closure of educational counselors, Significance of the difference in perceptual closure according to the sex variable (male, female). Significance of the difference in perceptual closure according to the variable of experience (1-10,) and from (11, or more), the researchers adapted the Al-Himimi test (2018) for the perceptual closure of shapes, which consists of (25) forms that were presented at three different levels of ambiguity to become a total (75) forms were chosen to be commensurate with the goal for which they were set, as a random sample of (250) male and female counselors was drawn, and this sample size represents (44 %) of the community, with (163) counselors at a rate of (65%), and (87) (35%) male and female counselors according to the gender variable, and (102) male and female counselors from (1-10) years with a rate of (41%) and (148) male and female counselors from (11 years and over) with a rate of (59%), then the paragraphs were analyzed The scale is logical and statistical in order to calculate its discriminatory ability and its validity coefficients, and the researchers verified the apparent validity and indicators of constructive validity of the scale, and calculating the stability of the scale using (Alpha Cronbach - re-testing), and for the purpose of ascertaining the research procedures and its results, the researchers used statistical methods, as they benefited from the statistical bag for the social sciences (Spss) the following statistical means: t-selection for one sample / chi-square (ka) selection, Pearson correlation coefficient, etc. T-stream for two independent samples, binary analysis of variance, alpha Cronbach equation, regression analysis of variance, Bata coefficient, hypercholesteric And the program (Microsoft Office Excel 2010) in order to extract: the ease, difficulty and discriminatory power of the paragraphs of cognitive closure, and the results resulted: The research sample has a good degree of cognitive closure, there are differences in cognitive closure according to gender (male - female) and in favor of males. There are no differences in cognitive shutdown due to the service variable.

Keywords: Perceptual closure of educational counselors

Introduction

Prepare cognitive shutdown phenomenon humanity, And study it Means search in Root perceive things fully, and shutdown mind over comprehension, and bi thinking hyperbolic that may be look in life Human ordinary And in style his thinking from where How Eat it for subjects and ideas) Ibrahim and Suleiman, 1992: 16), and Wan closure intellectual he Reverse Flexibility and this is You know? non Ability on finding Ideas and opinions miscellaneous from Okay Solution problem certain, live the individual closed with feelings the fear and loss Security and sees in his thoughts value extreme, So not He can coexist with ideas others He is no Find between his thoughts And ideas others any Type from communication meeting, and

that Personal that having food themes And ideas in a manner closed and cloistered around Self she Dogmatic personality Naturally Al-Hal (Al- Harbi, 2003: 2). as that closing in awareness beliefs Makes the person Looking at reality in a form wrong or non-see it for the truth so that it when rushes or Affected emotionally Wants to watch himself is, And wants that He hears what wants it Because he be seen the world in a way agree with his needs, so that Perceptual closure You know? hold on cases new on put it the previous Without search on new where no Can the individual that see away to switch the solution or change it (Alexandor, 1989: 59). This is what Scott's study indicated (Scott, 1979) in that the cognitively simple person is unable to fully perceive the stimulus and is not interested in linking the new information with the old information he has. (Scott, et.al, 1979, p69). As for the study of Fedler, (Fedler, etal, and his collaborators), it concluded that the perception process is weak because it is related to the weak understanding of individuals of themselves on the one hand, and their weak understanding of the selves of others on the other hand (Al-Kubaisi, 2001, 46). The process of understanding and assimilating the environment in which we live is important, and the process of realizing The world around us is one of the most striking aspects of emotional experience, as we see a complex world of subjects, colors, and movements that we perceive without apparent effort, as our perception of events and subjects around us depends to a large extent on how our senses monitor stimuli and how the brain interprets those observations. and sensible things, by interfering with the mental associations and sentimental emotions they evoke, and the memories and experiences they evoke, i.e. the ability of the brain to transform stimuli into comprehensible information (grace, 2004: 30). It is the nature of the personality of the educational counselor that distinguishes individuals from each other, and from this standpoint he must be distinguished The educational psychological counselor has some of his personal characteristics that help him perform his profession And the success of the counseling process and opening the way for the counselor to form successful counseling relationships with those around him and to exchange ideas and accept opinions, that the profession of the educational psychological counselor needs to have a set of characteristics in his personality that makes his performance ideal leads to success, and this is what we will highlight in our study and we can ask the following question: What is the level of cognitive closure of educational counselors?

Research importance:

The progress of human societies depends on their interest in human development, which is one of the most important pillars of general development. A certain society may possess abundant natural wealth, yet it is unable to invest it due to the lack of trained and educated human forces who can invest those wealth with their expertise to develop them. On the other hand, another society may lack these wealth, but it possesses human forces with capabilities and expertise that can contribute In providing wealth from other countries, and making society live at the highest levels of sophistication and progress, because it possesses human resources that contribute with the utmost of its energies and capabilities to the development and progress of society, because it is the center of all development and progress that must be given priority in the field of development and development, and this requires attention to preparing these trained forces and developing its capabilities (Al-Asadi, 2020: 167). Perceptual closure is a mental process for addressing life situations with many and multiple solutions to the situation or one problem, and the theorists of perception and personality were interested in linking individual differences in some personality characteristics in the way of perception, and then their view of perception became through personality theories considering that perception has an important role in determining individual differences Not only in abilities and intelligence, but also as an important means in identifying the different differences between individuals in cognitive styles (Anwar Al-Sharqawi, 1981: 32). The way in which individuals perceive things has aroused the knowledge and interest of many researchers in various fields of knowledge,

whether in the field of psychology or others, due to its direct connection to human life, as individuals deal daily with thousands of stimuli that require understanding, analysis, and sometimes immediate response (Al-Atoum, 2004),.: 93).

The importance of perceptual closure refers to the presence of a strong motive for any kind of belief about a particular topic that contradicts confusion and lack of awareness, and there are situational and motivational factors that enhance perception and motivational tendencies towards the social world that is either open and exploratory or closed and unchangeable. Different levels of need for cognitive closure that is in itself safe, stable, and enduring, and specifically identified importance to cognitive closure, as a content-free motivation to answer a question and avoid ambiguous situations. (Kruglanski, 2004:11). Moreover, in several studies, it has been shown that the high importance of cognitive closure and low ambiguity tolerance can be a trait of tendencies affecting social behavior, cognitive style, and motivational tendencies of individuals (Federico, 2006:4). The importance to the concept of cognitive closure is conceptualized as a continuum. From the strong need for cognitive closure to the strong importance of cognitive avoidance (Chirumbolo, 2002:603-610) the driving force toward closure within an individual can vary according to the particular situation that person is facing, highlighting the cost of openness and the benefits of closure: eg pressure time, environmental noise, and mental fatigue (Heaton & Kruglanski, 1991: 161-165). In addition, both social and individual factors may cause a drive to avoid cognitive shutdown. For example, the importance of cognitive shutdown may be costly and may cause some errors in judgment. Perceived, moreover, the degree of preference may vary from person to person (Roets & Van Hiel, 2011: 90-94), and in this way, the importance of perceptual shutdown is categorized as an ostensibly induced motivation and a specific dimension of stable individual differences.. (Mannetti, & Bezinovic, 2002:139-156) The importance of perceptual closure is not only a predisposition that leads people to act differently when faced with decision-making situations, but it may also affect the characteristics of the situation itself. (Roets & Van Hiel, 2007: 266-280).

Theoretical importance:

contribute This is amazing the study in Guidance Educational guides Whose suffer from problems Cognitive in closing perceptually or in choosing the appropriate way to perceive relationships and events in the environment.

Application Significance:

The importance of studying cognitive closure is to identify the individual differences of educational counselors, as well as their characteristics and positive personality traits.

Research objectives: The current research aims to identify:
Perceptual closure of educational counselors.

Significance of differences in cognitive closure among educational counselors according to the two variables: sex (male-female). Experience (10 or less) and (10 or more).

Research Limitation: The current research is determined by the following limits:
Conceptual determinants: It includes the variable of the current study (cognitive closure).

Human boundaries: represented by educational counselors (educational counselors) of both sexes.

Spatial boundaries: It includes Dhi Qar education schools in Dhi Qar governorate.

Temporal boundaries: refer to the time period in which the researchers conducted their theoretical and field studies in (2022-2023).

Definition of Terms: Perceptual Closing Defined by:
Snodgrass and Feenan, 1990 (1990): Snodgrass

It is one of the Gestalt laws of completing incomplete forms until they are perceived as meaningful forms, as permitted by the circumstances of these forms (Fenan, 1990: 277 & Snodgrass).

Literature review

Perception Closure

This concept has received the attention of psychologists in general, as it is one of the topics that are directly related to people's daily lives, as the individual deals daily with many stimuli that require understanding, analysis, and sometimes immediate response. It is an important part of the information processing system, as this depends on the system is based on the process of sensing environmental stimuli and paying attention to them voluntarily or unwillingly, perceiving them, analyzing them, and understanding them. It is also a process of higher thinking linked to the cognitive structures of the individual and affected by his different inclinations and abilities. (Al-Atoum, 2004: 94). The concept of perceptual closure from the point of view of the Gestalt school relies heavily on the formulation of the mind or the total perception and the useful organization of sensory experience or the organization of the total useful perception of the experience, whatever the subject of this experience: people, accidents, tasks or things. Thus, the Gestalts oppose the behaviorists in their view of the mind and the phenomenon of human behavior. While the behaviorists see, for example, that the mind in the system of human behavior does not go beyond the role of a telephone exchange or telephone exchange so that it receives and sends environmental sensory experiences, the Gestalts see the brain as the main factor in organizing and processing these experiences so that they appear in formulas A total behavioral system different from its sensory parts and more useful and meaningful than the sum of these individual parts (Suleiman, 2000: 179) Perceptual closure, as seen by the Gestalt, is a dynamic total system in which each part interacts with and affects the other parts, so the individual himself, for example, forms a distinct biological self-field In order to understand the nature or personality of this individual, we must focus on understanding the whole without its partial members, one after the other, because the whole, in their view, is more organized and useful for cognitive closure than the sum of its sub-parts. And how can this vital text of Gestalt theory be interpreted (the whole is more than the sum of its constituent parts)? With the following clarification, let us take a realistic example, which is the car machine that we drive or ride on a daily basis. The engine parts are the physical tools and devices that usually make up the machine, starting from the radiator (coolant) and the carburetor through the pistons, spark plugs, wire connections, various screws, plastic and metal covers, and the metal frame. Which brings the tools and machine devices together. Now, the concept of the car engine takes on the role of cognitive closure (that is, the whole that represents the various parts of the machine) is more (quantity, meaning, and function) than the sum of its constituent parts. Why? Because the engine, as a whole organized concept, goes beyond in its composition the separate parts, some of which we just mentioned, to the relationships that bind these parts together, their individual and common functions in moving the car, and the joint directions or sequence of their work from one part to another and from one direction to another until the movement produces the different speeds known to the car. So the overall concept of the engine did not stop in its content on the sum of the parts, but rather it transcended the relationships, functions,

methods and directions of work, and the transformations of the kinetic physics of the parts and materials that drive the car, and the result? Each organizer is more useful than the sum of its component parts as we realize shapes and images on the basis of closure. (Hamdan, 1997: 91).

The theory behind cognitive shutdown

Gestalt theory:

This theory considers that perception and feeling are one thing, as it is a total response imposed on us by the environment from the behavior of its direction, and accordingly, the process of perception does not give mental images to sensory data through the mind, but rather we perceive subjects in the mental field in the form of formulas that require us to pay attention to them, and the result of all this is The external world exists in an organized form according to certain laws and objective external factors. The individual perceives something that he can at least distinguish in that he himself is the one that perceives the perceived subject (Abdul-Hadi, 2010: 115).

The owners of the Gestalt theory believe that the perceived thing resulting from sensory elements differs from the sensory elements themselves, meaning that the perceived or the whole that we perceive cannot be reached through the sensory elements or stimuli that make it up. It is analysable, and the behavior of the individual in a situation is subject to the rules of organizing the field in which this individual is located, and through the word gestalt, which is the form or characteristic, which is that the behavior is characterized by the college, meaning that it is a specific unit as a result of the presence of the organism in a specific situation and this situation is characterized by some factors that It affects the living organism and makes it respond to it in a specific way until it achieves its adaptation and compatibility with this situation. Perception is the main axis of the Gestalt theory. Perception begins with the whole and then becomes detailed and partial. The Gestalt school believes that the human mind gives a system or pattern to the environmental world that is revealed to the living organism through sensory perception, as the Gestalt was concerned with. Special attention is paid to the way the shapes stand out as distinct colleges separate from the background in which these shapes appear before them. Here is an emphasis on how the figure stands out from the floor, and that the characteristics and characteristics of the shape make it more prominent and visible from the background. Undifferentiated from which the image emerges, the issue of interest in the contradiction between the totalities that transcend the total sum of its constituent parts or transcend them, for the whole is completely different from the group of different parts that make up this whole (Sukar, 2015: 43-42).

The basic assumptions of the theory

1. The individual goes through a state of imbalance when he encounters a problem, so he works to solve this problem. If the individual's actions are sufficient to solve the problematic situation, he will feel balanced. The individual is born equipped with powers that help him deal with the environment, and he is in a constant search for experiences in order to be able to solve the problematic situation.
2. The success of the organism in solving the problems it faces depends on how it perceives the determinants or characteristics of the problematic situation, that is, the occurrence of the clairvoyance process.
3. The process of clairvoyance occurs through the sudden realization of the relationships between means and ends, or the perceptual reorganization of the determinants of the problematic situation.

4. Gestalt learning occurs through clairvoyance, by sudden realization of the elements of the situation and is more resistant to forgetting and meaningful. From arranging the circumstances of the situation in a way that ensures seeing the relationships between them clearly (Adass and Touq, 2012: 54).

Perceptual learning laws

Law Organization

You realize things that are organized and arranged in forms and lists instead of remaining scattered. The process of classifying elements in nature into metals and non-metals, and then putting two lists, one representing metals and the other representing nonmetals, is an example of that and so on. (Asfour, 1996: 118).

(Law of Figure - ground):

It is the basis of the perception process, as the perceptual field of each phenomenon is divided into two parts:

The first section: It is the dominant, important, unified part that is a center of attention. As for the second part: it is the floor, and it represents the rest of the field in which it works as a consistent background, as it stands out on it to be a phenomenon or something within the environment, while all the things surrounding it represent the floor. We tend to perceive things in an image Shapes on backgrounds, and examples of this are many, such as the figure below, as your eye immediately notices a white apple sitting on a black background, this identification will happen quickly and unconsciously in most cases, and the figure / land allows us to know what we should focus on and what we can safely ignore in composition, and when people use the website or mobile app, the first thing they do on each screen is select the shape and land.

Law of Pragnanz

Whenever learning situations have problems, the individual suffers from a cognitive imbalance, which in turn leads to what we can call cognitive tension, which means that the experiences that the individual has are not sufficient to solve the problems he is going through, so the cognitive balance is imbalanced and the organization is not good, so the organism By seeking to solve this problem for the purpose of restoring the cognitive balance (Sukar, 2015: 47).

Law of similarity

This perception occurs as a result of what exists between things of similarity. Things or points that are similar in shape, color, or size gather together in their mental organization of the individual as units. We tend to perceive similar things in an easier, faster, and more impression of our experiences and knowledge. For cognitive processing, similar elements are easier to learn than dissimilar elements, and this does not happen as a result of linking the elements, but rather as a result of the interaction between them. (Abu Jadu, 2000: 218).

Law of Proximity

This law indicates that the stimuli are convergent or successive spatially or temporally, and as in Figure (3) below, that individuals perceive spatially convergent circles as one unit (Al-Atoum, 2004: 105).

Things or points that are close to each other are easily linked to each other and are in one form, unlike things that are far apart, so there is no single form between them. (Karajeh, 1997: 48).

Law of Continuity

This law indicates that we tend to perceive stimuli, which appear as a continuation of other stimuli that preceded them, as a single unit. For example, it is difficult for some to remember any verse from a Qur'anic surah or a verse from a poem without reading the surah or poem from the beginning (Al-Atoum, 2004: 105).

The law of continuity is represented in the tendency of individuals to perceive any complex perceptual situation as containing connected lines or patterns, as the individual in it tends to perceive the organizations whose parts hold together with the greatest degree of continuity or connection. (Al-Sabwa, 1990: 20).

Law of Closure

This law refers to the tendency of individuals to complete the missing stimuli. Most people can read the handwriting of others even though there are incomplete letters in their writing, or see the triangle, circle, or square complete even though they are geometrically incomplete, and the complete or closed forms are more stable than the incomplete or open forms because these Forms tend to complete themselves and be a total formula in sensory perception, and this applies to learning, where we find that as long as the activity is incomplete, every situation that leads to activity becomes a transitional stage for the learner, and incomplete forms and situations generate tension. (Al-Atoum, 2004: 105).

Previous studies

After the two researchers looked at previous studies and literature, the researchers did not find any study that dealt with the current research sample (mentors) and according to the knowledge of the researchers, therefore, no previous study was mentioned, and it is the first study in Iraq that dealt with the variable with the research sample (mentors).

Methodology

First, the research method:

The current research was based on the descriptive correlational approach because it is more appropriate to achieve the objectives of the current research..

Secondly, the research community:

The current research community includes educational counselors in schools covered by educational counseling in the General Directorate of Education of Dhi Qar Governorate for the academic year (2022-2023), who practice the profession of psychological counseling and educational guidance, and their total number is (566) male and female counselors, distributed according to gender by (367). (65%) male counselors, and (199) female counselors at a rate of (35%).

Third - Research Samples:

In order for the researcher to generalize the results, she worked on selecting a representative sample of the community, selected from the educational counselors in the Dhi Qar Education Directorate, of both sexes, and the length of service as a random sample of (250) male and female counselors was drawn, and this sample size represents (44 %) From the community, with (163) male and female counselors at a rate of (65%), (87) female counselors at a rate of (35%) according to the gender variable, and (102) male and female counselors from (1-10) years at a rate of (41%) and (148) Male and female counselors (11 years and over) with a rate of (59%).

Fourth: Research Tools: Perceptual Closing Test:

Research tool: It is an objective, standardized method for measuring a sample of behavior (Awad, 1998: 51).

The researchers adapted the Al-Hujaimi test (2018) for the perceptual closure of shapes, which consists of (25) shapes that were presented at three different levels of ambiguity, so that a total of (75) shapes were chosen to suit the purpose for which they were set, and Appendix (5) explains that.

How to apply the test:

The first stage: It aims to establish the factor of familiarity among all the respondents, as each of the forms was presented complete and the name indicating it was written on it, so that the counselors will be asked to look at the form and it will be shown to him in a next stage and asked to complete it and give him the appropriate name and the duration is (10) minutes.

Phase two: Done Presenting (25) forms that represent the first level of ambiguity. The guides are asked to complete these forms and give them the appropriate name. After completing the first group, the rest of the groups are presented in the same way.

Test Correction Method

Three scores are extracted for each individual on this test, which are as follows:

- The degree of closure of low (simple) shapes in the level of ambiguity.
 - The degree of closure of intermediate forms in the level of ambiguity.
 - The degree of closure of high (complex) shapes in the level of ambiguity.
1. guide and guide are given a degree if they complete the low (simple) form in the level of ambiguity for four missing parts, and a point for calling it a correct name, and thus the total score is two degrees for each form.
 2. The male and female guide will be given two degrees if they complete the average figure at the level of ambiguity for eight missing parts and a score for its correct naming. Thus, the total score for this figure is 3 degrees.
 3. The guide and the guide are given three degrees if they complete the superscript (complex) figure at the level of ambiguity for twelve missing parts and a score for naming it correctly, so the total score for this figure is 4 degrees.
 4. Male and female guide are collected on each of the three types of items separately to extract the degree of closure of the low forms in the ambiguity level, the degree of closure of the medium forms in the ambiguity level, and the degree of closure of the high forms in the ambiguity level.

Answer time:

- The counselors' answers were determined for the first group (6) minutes.
- As for the second group, it was limited to (4.5) minutes.
- The third group was limited to (7) minutes.
- Apparent validity (items validity) for the cognitive closure test:

In order to identify the validity of the test items and measure its apparent validity, the researchers presented the cognitive closure test in its initial form consisting of (25) items to (20) arbitrators of specialists with experience in the field of educational and psychological sciences, measurement and evaluation (Appendix 2), to express their opinions and observations

about The test is in judging the suitability of the test for the purpose for which it was set, and the researchers relied on the percentage of judgment on the validity of the paragraphs, and in the light of the opinions of the arbitrators, all the paragraphs were approved by all the arbitrators at a rate of (100%).

Examination application

In order to identify the clarity of instructions and to detect ambiguous or unclear forms in it, the researchers applied the test (Appendix / 6) on a sample of (10) male and female male and female counselors who were chosen randomly in the Dhi Qar Education Directorate according to gender. This application determines the clarity of the attached instructions, with a predetermined time for all forms of (17) minutes and a half.

Statistical procedures for analyzing the items of the cognitive closure test (statistical analysis of the items):

The researchers conducted a statistical analysis of the items of the cognitive closure test from the results of the statistical analysis sample, and after correcting the counselors' answers for each level of ambiguity, their scores were arranged in descending order for each level of ambiguity, then 27% of the upper answers and 27% of the lower answers were taken as the best ratio for the balance between Two different groups from the total group, as the number of counselors of the two groups in the statistical analysis sample was (136), both men and women, with (68) individuals in each of the upper and lower groups. The following is an illustration of the statistical analysis procedures for the test items:

Paragraph difficulty level:

The researchers calculated a difficulty coefficient for each paragraph of the cognitive closure test by formulating the difficulty of the paragraphs for the essay questions, as I found it confined between (0.449) and (0.575), as the test items are considered acceptable if their difficulty rate is between (0.20-0.80) (Al-Fiqi, 2014: 198), and this means that all test items are acceptable and applicable.

B- The discriminatory powers of the paragraphs:

The researchers calculated the discriminatory power for each paragraph of the test paragraphs using the discrimination equation for the essay paragraphs, and found that its value ranged between (0.301 - 0.593), and thus the test paragraphs are considered good and their discrimination coefficient is acceptable, as the specialists prepare the acceptable paragraph if the discrimination coefficient is (0.30) or more. Therefore, the test items are considered acceptable in terms of their discriminatory ability, and therefore none of them were omitted (Al-Kubaisi, 2001: 289).

The relationship of the paragraph score to the total score of the cognitive closure test for each level of ambiguity:

The researchers calculated the correlation between the score on each paragraph and the total score of the test for (250) male and female counsellors, and using the Pearson correlation coefficient to calculate the correlation between the paragraph and the total score of the test for each level, and depending on the scores of the sample of (250) questionnaires, it turned out that the correlation coefficients are all D Statistically when balanced by the critical value of (0.161) at the level of significance (0.05) and with a degree of freedom (248).

Psychometric properties of the cognitive shutdown test

The test is not a valid tool for measurement unless certain conditions are met. These conditions are considered as goals that the test designer tries to achieve at the moment of designing the test. The most important of these conditions is the validity of the test, followed by the stability of the test, and they have been verified as follows:

Validity of the test:

To verify the validity of the test and its ability to achieve the objectives set for it, the researchers used the following:

Virtual validity:

The researchers presented the items of the cognitive closure test to a group of experts and specialists in the field of educational and psychological sciences, with the aim of knowing their opinions on the validity of the test items and the soundness of their formulation. any paragraph.

(Construct Validity)

This type of honesty has been achieved as follows:

A- By finding the discriminatory power and coefficient of difficulty and ease of the items of the scale using the method of the upper and lower groups, where it was found that all items of the test are within the acceptable range of difficulty and discrimination.

This honesty was also achieved by finding the relationship between the score of each item of the test and the total score of the test for each level of cognitive closure using the correlation coefficient (Pearson).

Second: test reliability.

- the researchers relied on the Wakronbach-Walaty equation
- Cronbach's alpha equation (internal consistency): Cronbach Alpha

This method is known as the alpha coefficient (Alpha), as Cronbach derives a general form of the stability equation on the basis of the (Keuder-Richardson) equation, he called it the alpha coefficient (α), and it is based on calculating the correlations between the included paragraphs and dividing it into a number of parts equal to the number of its paragraphs, and each paragraph is a test Partially (Odeh, 1988: 354), and based on the previous facts, this equation was used to extract the alpha stability coefficient for the cognitive closure test on a statistical analysis sample of (250) male and female counselors. The value of the stability coefficient was for each level of cognitive closure

Statistical indicators of the cognitive shutdown test

The calculation of the statistical indicators for the cognitive closure test and relying on the results of the application later, required the researchers to use the statistical bag for social sciences or the so-called abbreviation (SPSS) in extracting these statistical indicators, and when observing the values of the statistical indicators for the cognitive closure test for each level, we find that these indicators It is consistent with most indicators of scientific tests, as the scores of the cognitive shutdown test for each level and their frequencies are relatively close to the normal distribution.

Description of the cognitive shutdown test in its final form:

- A perceptual shutdown test is composed In its final version of (75) figures (Appendix 6), three marks are extracted for each individual on this test, which are as follows:

- The degree of closure of low (simple) forms in the level of ambiguity.
- The degree of closure of intermediate forms in the level of ambiguity.
- The degree of closure of high (complex) shapes in the level of ambiguity.
- 1- The guide and guide are given a degree if they complete the low form in the level of ambiguity for four missing parts, and a mark for calling it a correct name, and thus the total score for each form of this level is (2) degrees.
- 2- The male and female guide will be given two degrees if they complete the average figure at the level of ambiguity for eight missing parts and one degree for its correct naming. Thus, the total score for this for each figure is (3) degrees.
- 3- guide and the guide are given three degrees if they complete the high form in the level of ambiguity, not twelve incomplete parts, and a degree for calling it a correct name, and thus the total score for each form of this level is (4) degrees.
- 4- The scores of both the guide and the guide on each of the three types of items are collected separately to extract the degree of closure of the low shapes in the level of ambiguity and the degree of closure of the medium shapes in the level of ambiguity. And the degree of closure of the forms is high in the level of ambiguity.

Thus, the highest score obtained by the respondent for the first level is (50) degrees, and the lowest score is (zero), and the mean is hypothetical (25), and with regard to the intermediate level, the highest score is (75) degrees, The lowest score is zero and the hypothetical mean is (37.5) degrees, while the value of the highest score in the complex level of perceptual shutdown is (100) and the lowest score is (zero) and the hypothetical mean is (50) degrees.

The first objective: to identify the cognitive closure of educational counselors.

To achieve this goal, the researchers applied the perceptual closure test consisting of (25) with three test images (low level of ambiguity, medium level of ambiguity, high level of ambiguity) on the research sample consisting of (250) male and female counsellors, and then the researchers extracted the arithmetic mean and deviation. Normative and for each form of the test, and to find out the significance of the difference between the arithmetic means and the hypothetical mean for each form of the test, the researchers used the t-test for one sample, and the results were as shown in Table (1).

Table (1) Arithmetic means, standard deviations, and t-values for the cognitive shutdown test

Levels of perceptual shutdown	the sample	SMA	standard deviation	Hypothetical average	t * value		indication (0,05)
					calculated	Tabular	
Low level of ambiguity	250	29,892	7,528	25	10,275	1,96	function
Medium level of obscurity	250	40,068	10,794	37,5	3,762	1,96	function
The high level of ambiguity	250	50,372	15,343	50	0,383	1,96	non function
cognitive shutdown as a whole	250	120,332	27,863	112,5	4,453	1,96	function

The following appears from the above table:

1. For the test image of the low level of ambiguity, the arithmetic mean of the sample was (29,892), the standard deviation was (7,528), the hypothetical mean was (25), and the calculated t-value (10,275) was greater than the tabular value of (1.96) at the level of significance (0.05) and a degree of freedom (249), and this indicates that the research sample has a high ability to answer the test form of this level.

2. For the test image of the average level of ambiguity, the arithmetic mean of the sample was (40,068), the standard deviation was (10,794), and the hypothetical mean was (37.5), and the calculated t-value was (3,762) greater than the tabular value of (1.96) at the level Significance (0.05) and a degree of freedom (249), and this indicates that the research sample has a good ability to answer the test form of this level.

3. For the test image of the high level of ambiguity, the arithmetic mean of the sample was (50,372), the standard deviation was (15,343), the hypothetical mean was (50), and the calculated t-value was (0.383) greater than the tabular value of (1.96) at the level of significance (0.05) and a degree of freedom (249), and this indicates that the research sample did not have the ability to answer the test form of this level.

4. For the cognitive shutdown test as a whole, the arithmetic mean of the sample was (120,332), the standard deviation was (27,863), the hypothetical mean was (112.5), and the calculated t-value was (4,453) greater than the tabular value of (1.96) at the significance level (0),.05) and a degree of freedom (249), and this indicates that the research sample has a good degree of cognitive closure.

Through the above table, it is clear to the researcher that the simple level and the medium level are a function, and that the high level of ambiguity does not have the ability to answer. As for the perceptual closure as a whole in terms of the simplicity and complexity of the form, individuals distinguish between simple forms and complex forms, and they can judge them and find appropriate solutions to complete them, and this is what corresponds to the point of view “ Snodgrass & Feenan ” There are coding levels for closure. The best coding level is the level that provides the least amount of information that supports the cognitive closure process. Experience also plays a role in the closure process. Previous experience resulting from viewing images beforehand to identify them plays a role in the closure process. People get better at the images they've experienced before, The reason is that the mind tends to close the gaps and openings in the missing things

The second objective: to identify the significance of the differences in cognitive closure of educational counselors according to the variables of gender (male-female) and length of service (1-10 years-11 years and more).

According to the gender variable:

To identify the significance of differences in perceptual closure For educational counselors and according to the gender variable, the researchers used the posttest to indicate the difference between the correlation coefficients between the degrees of the sample members, and the results were as shown in Table (2).

Schedule (2) Differences in perceptual shutdown according to the gender variable

a variable	sex	the number	Correlation coefficient value	standard value	z value		Significance level (0,05)
					calculated	Tabular	
cognitive shutdown	males	163	0,656	0,784	2,283	1,96	function
	females	87	0,445	0,478			

The following appears from the above table:

There are differences in perceptual shutdown according to sex (males-females) and in favor of males, since the calculated z-value of (2.283) is greater than the tabular z-value of (1.96).

The researchers explain the differences between the sexes in cognitive closure to the differences in the amount and intensity of feelings expressed by males and females. Differences in positive and negative emotion may be one of the reasons for the differences between the sexes. Male mentors have more access to solutions and more awareness of things, and their understanding depends on the ability and awareness of the relationship in the situation. And the extent to which the parts are composed and their organized interdependence, and the Gestalt believes that each regular or perceptible meaning is governed by relationships between its components, and these relationships are what give it the characteristic of the whole and distinguish it from others, and these characteristics are what make males higher than females in expressing perceptual closure, unlike females who She has more emotional ups and downs because she is more affected by personal events, and less independent and open.

Depending on the length of service variable:

To identify the significance of the differences in the cognitive closure of the educational counselors and according to the variable of service duration, the researchers used the subtest to indicate the difference between the correlation coefficients between the degrees of the sample members, and the results were as shown in Table (3).

Schedule (3) Differences in cognitive shutdown according to the length of service variable

a variable	Length of service	the number	Correlation coefficient value	standard value	z value		Significance level (0,05)
					calculated	Tabular	
cognitive shutdown	10-1	102	0,518	0,576	1,400	1,96	non function
	and 11 over	148	0,640	0,758			

The following appears from the above table:

There are no differences in cognitive shutdown according to the length of service (1-10 years - 11 years and more) because the calculated zenith value of (1,400) is smaller than the tabular zenith value of (1.96).

This is confirmed by the Gestalt theory in the role of transition and benefit from the previous educational situations in new educational situations that bear the same characteristics of the previous situation. Benefiting in the new situation depends on the extent of similarity and symmetry between the two situations, and transition depends on the similarity of the structure between the two situations and the experiences that existed previously. If they are interrelated, then the relationships are present with the new experiences when the transition

occurs, that is, the length of service did not appear to have a role in motivating the counselor to the cognitive closure of the counselors.

Recommendations

In light of the results of the research the current researchers recommend the following:

Creating special programs aimed at training counselors on the meaning of cognitive closure and strengthening social bonds in all its forms, which ultimately reflects on closure and completion of meaning.

Suggestions

Conducting a study similar to the current study dealing with other samples such as (health employees, employees of the Ministry of Labor and Social Affairs, university students, displaced persons and widows).

References

- Abd al-Hadi, Fakhry. (2010). Cognitive Psychology. Amman: Dar Osama for publication and distribution.
- Abu Jado, Saleh Muhammad Ali. (2000). Educational psychology. 2nd edition. Amman, Dar Al Masirah for publishing, distribution and printing.
- Adass, Abd al-Rahman, and Touq, Mohiuddin. (2012). Introduction to Psychology, Dar Al-Fikr, Beirut, Lebanon.
- Al-Asadi, Sinan Saeed Jassim. (2020). Job satisfaction and its relationship to enjoying life among primary school teachers in Basra Governorate, field research. College of Education. University of Basra. Maysan Research Journal. Volume 16, Issue 32, p. 357_ 366
- Al-Atoum, Adnan Youssef. (2004). Cognitive Psychology: Theory and Application, Dar Al Masirah for Publishing, Distribution and Printing, Amman, Jordan.
- Alexander, Rushka. (1989). Public and private creativity, translated by Ghassan Abdel-Hay. Number (144). Knowledge World, Kuwait.
- Al-Faqi, Abdullah Ibrahim. (2014). Applied Statistics using Spss, first edition, House of Culture, Amman, Jordan.
- Al-Jabri, Kazem Karim Reda (2011), Research Methods in Education and Psychology, 1st Edition, Dar Al-Naimi, Baghdad.
- Al-Kubaisi, Kamel Thamer. (2001). The relationship between the logical analysis and the statistical analysis of the paragraphs of psychological measures, Professor's Journal. Issue (25), University of Baghdad, College of Education / Ibn Rushd.
- Al-Sabwa, Muhammad Naguib. (1990). Editor of General Psychology, Gharib Bookshop, 3rd Edition, Cairo.
- Asfour, Wasfi. (1996). Classroom applications and practices on the principles of learning, Amman Institute of Education, UNRWA, UNESCO.
- Awad, Abbas Mahmoud. (1998). Psychometrics between theory and practice, University Knowledge House, Alexandria University, Cairo.
- Chirumbolo, A. (2002). "The Relationship between Need for Cognitive Closure and Political Orientation: The Mediating Role of Authoritarianism". Personality and Individual Differences, 32(4), 603-610.

- Federico, CM, Jost, JT, Pierro, A., & Kruglanski, AW (2006). The Need for Closure and Political Attitudes: A Proposal for the 2006 ANES Pilot Study.
- Grace, Abbas Al-Khafaji. (2004). Strategic management - approaches, concepts and processes. Amman, Jordan: Dar Al Thaqafa for Publishing and Distribution, the first 270: 17 * 24
- Hamdan, Muhammad Ziyad. (1997). Learning theories, applications of learning psychology in education. Modern Education Series. Modern Education House. Damascus. Syria.
- Heaton, AW, & Kruglanski, AW (1991). "Person Perception by Introverts and Extraverts under Time Pressure: Effects of Need for Closure". *Personality and Social Psychology Bulletin*, 17(2), 161-165.
- Ibrahim, on Ibrahim and Solomon, Abdulrahman sir. (1992) Dogmatism and their relationship by making the decision I have a sample from students Qatar. magazine college Education, 16 (2), pp. 335-367.
- Karajah, Abdel Qader. (1997). Learning Psychology, 1st Edition, Amman, Dar Al-Yazouri Scientific for Publishing and Distribution.
- Kruglanski, AW (2004). The Psychology of Closed Mindedness. NY: Psychology Press.
- Mannetti, L., Pierro, A., Kruglanski, A., Tavis, T., & Bezinovic, P. (2002). "A crosscultural Study of the Need for Cognitive Closure Scale: Comparing its structure in Croatia, Italy, USA and The Netherlands". *British Journal of Social Psychology*, 41(1), 139-156.
- Roets, A., & Van Hiel, A. (2007). "Separating Ability from Need: Clarifying the Dimensional Structure of the Need for Closure Scale". *Personality and Social Psychology Bulletin*, 33(2), 266-280.
- Roets, A., & Van Hiel, A. (2011). "Item Selection and Validation of a Brief, 15-item Version of the Need for Closure Scale". *Personality and Individual Differences*, 50(1), 90-94.
- Scott, WA. etal (1979): Cognitive Structure. Theory and measurement of individual differences, By. VH Winston and sons.
- Sharkawy, Anwar Mohammed. (1981). Independence versus dependence on the cognitive domain and its relationship to the level of ambition and self-concept among young men of both sexes, *Journal of Social Sciences*, Issue (4) ninth year, Kuwait.
- Snodgrass, Joan Gay & Feenan, Kelly (1990). Priming effects in Picture fragment Completion: Support for the Perceptual Closure Hypothesis. *J. exp, Psy, general*, Vol. 119, No. 3, 226-296.
- Sugar, Haider Karim. (2015). Cognitive theory in learning, Dar Al-Farahidi, Baghdad.
- Suleiman, Ali Al-Sayed. (2000). Learning theories and their applications in special education. (Theoretical and experimental study). I 1. Cairo University. Published by King Saud University (Department of Special Education).
- warlike, supporter Abdullah. (2003) Relationship inertia intellectual pragmatism _ (in patterns learning And think I have students stage students high school for the city Al-Munawwarah. message Master's not published. university Mother villages. Mecca Honorable.