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Familiarity among Adolescents and its Relationship with Psychological Compatibility of Students

Abstract

This research aimed to study (familiarity among adolescents and its relationship with psychological compatibility among students), to identify familiarity and psychological compatibility among adolescents among intermediate school students by identifying the correlation between the characteristics of familiarity and psychological compatibility. The sample consisted of 100 intermediate school students, and the researchers used two scales (Khair 2010) and (Faroujah 2011). The research found that the attribute of familiarity is not present at the research sample, whereas the psychological compatibility feature was present. There was a difference between males and females in favor of females on the familiarity scale, while for the specialization (scientific - literary) on the familiarity scale, it appeared that there was a statistical difference in favor of the scientific specialization and not There is a statistical difference between males and females on the psychological compatibility scale. As for specialization (scientific - human), the difference was in favor of the scientific specialization, and there is a high positive correlation between the two variables to a large extent, and in light of these results, the researchers developed a number of recommendations and proposals.

Keywords: Adolescents, Compatibility, Familiarity, Psychological.

Introduction the Research

The Research Problem

The modern vision of adolescence has become a stage in the development of a person during his life period, and a section of researchers has indicated that it is a new birth for a person, where the teenager shows the

urgent need for independence and the initiation of building many relationships of familiarity with his relatives (Davidov, 1983). The youth stage occupied the minds of scientists in terms of technical and cultural developments and gave way to scholars and researchers to study this stage of human life by research and extensive study so that those interested in it from parents,

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supervisors, and clerics, the efforts made by scientists and scholars in psychology have resulted in the emergence of theories. Numerous studies have shed light on this important stage (Abu Sari, 1990).

The compatibility and interaction that the individual seeks to achieve is affected by several different factors, which are considered by those concerned with mental health as the possibility of adaptation and psychological compatibility for the cohesion of the individual personality, unity, acceptance of oneself, acceptance and for others, leading to happiness and psychological comfort (Fahmy, 1970). Psychological compatibility means a set of processes of a dynamic nature that the individual performs in his environment to satisfy his needs, maintain balance, and reduce his stress that impedes the satisfaction of those needs (Al-Droubi, 1988).

Familiarization is also a psychological process that represents a state of compatibility and balance between the requirements of the individual and his environment, and psychological compatibility is necessary in the lives of individuals as it helps them in compatibility with other individuals through following social obligations, and when the individual faces a problem, disability, or psychological conflict that resorts to changing his habits. His attitudes are to accommodate the group in which he lives (Ibrahim, 2006).

The Research Importance

Psychologists see that familiarity has a positive impact on a person's life, in that the participation in intimate relationships stimulates the healthy psychological development of the human person, and familiarity is a multi-faceted and psychological phenomenon that occurs between different groups in society, it has occurred between friends or between spouses, especially in adolescence (Baxter, 2004).

The reciprocal relationship between a person and his surroundings is considered an important element of the personality, so any reason that excludes the individual from his environment, such as composition or appearance, has visible effects on the growth of his personality and its deviation significantly, and this may affect the way the individual deals with others and the way they deal with him. The reason is due to the number of personal factors of the individual and the other to the environment. The genetic aspects of an individual's personality have an effect that appears through the interaction between the individual and his environment. Formation of education, upbringing and maturity is also conducive to the individual acquiring behavior, values and attitudes that enable him to conform to the social and cultural environment (Rihani,

1985). The importance of the current research is revealed through the detection of the presence of the characteristics of familiarity and psychological compatibility with the current research sample in adolescence, and whether these two characteristics exist at this age group at this stage and do they deal with each other in it, and in the absence of these two characteristics, the researchers mention the reasons that led to Their absence and making a number of recommendations for their development.

The Research Aims

The current research aims to identify:

1. Familiarity and psychological compatibility among adolescents of intermediate school students.
2. The statistically significant differences in the familiarity scale according to two variables: gender (male - female) and specialization (scientific - literary).
3. The statistically significant differences in psychological compatibility according to two variables: gender (male - female) and specialization (scientific - literary).
4. The correlation between familiarity and psychological compatibility.

The Research Limits

The current research is limited in students of governmental preparatory schools in Al-Qadisiyah Governorate Center for the morning study for the academic year 2019-2020.

Definition of the Terms

Familiarity

It was defined by:

Qenawy and Abdel Moaty (2001) as the individual's commitment to the relationships, friendships and sacrifices he makes to others and the occurrence of the merger of his identity with the identity of another person without fear of losing the identity of Anna (Kenawi and Abdel Moaty, 2001).

- Santrock (2004): It is a self-disclosure and sharing of the friend's personal ideas and personal information, which is considered as evidence of familiarity. (Santrock, 2004).
- Cobb (2002) as sharing my feelings for the deep and special thoughts in. (Cobb, 2000) An atmosphere of interest, trust and satisfaction.

Defining Psychological Compatibility

It defined as:

(Al-Alousi, 1990) is considered to be the aspect that deals with reality, as absolute

perfection in mental health cannot be achieved (Al-Alousi, 1990).

(Al-Najjar, 1997) that it is a situation in which the needs of the individual on the one hand and the demands of the environment on the other hand are fully satisfied and is in the sense of consistency between the aims of the individual without contradicting the environment. (Al-Najjar, 1997).

(Cohen, 1994) that it is a process of changing or adapting the individual in response to new situations, or it is a process of the individual realizing new situations in a new awareness. (Cohen, 1994).

Adolescence

Stanley Hall (1956): It is a stage of life characterized by individual actions, emotions, sharp emotions, and violent tensions. (Al-Zoghbi, 2001).

Theoretical Background and Previous Studies

Familiarity and Compatibility

Intention is defined in the general sense: it is the compatibility of the individual with his surroundings and with the people around him in the ocean, as well as familiarity is a dynamic process between the individual and his environment on the one hand and between him and others on the other hand, it enables him to establish good relations with others to agree between himself and the world around him (Hamadenah, 2015). 'The concept of familiarity is a term that denotes a change in the behavior of an individual, which makes him more able to protect himself or his kind, and this familiarity that occurs to the individual is of a formative nature, as the personal and social structures of the individual begin to acquire the prevailing social nature of what Around him in society is the acquisition of language It adopts some of the prevailing customs, beliefs and areas of concern that society emphasizes (Mustafa, 1979). As for psychological compatibility, it means the individual's consent to himself, through his life being free from tensions and psychological conflicts related to feelings of guilt, anxiety and deficiency, and he satisfies his motives in a manner that satisfies him and does not get angry around him (Fahmy, 1979). (Zahran) indicates that psychological compatibility means complacency and the satisfaction of the primary (internal) needs and the acquired secondary motivations (external). (Zahran, 1994).

Social Compatibility Strategies

The strategies that individuals use to familiarize themselves with others are multiple, including:

1. The ability to use support: It appears through individuals who have a supportive and effective social system in their lives, who are less anxious and have the ability to resist the feeling of loneliness.
2. The ability to solve problems: This method is a consensual skill that is beneficial from a psychological point of view, and includes developing plans for the individual and responding to the challenges of life through making personal efforts (Al-Nuri, 2002).
3. Self-relaxation: it is a natural skill to face the frustrations that the individual is exposed to, and it requires patience, practice and following instructions to master it to suit the needs of the individual.
4. The ability to internal control: People differ in their perceptions about the extent of control. People with internal control bear the consequences of the events that happen to them. As for people with an external control position, they believe that what happens to them is outside the scope of their control.
5. Aspects of social compatibility: There are several aspects of this compatibility, including:
 - a) The knowledge of the individual for himself because it represents the result of social interaction between the individual and others.
 - b) The correlation of individual aims with the aims of the group.
 - c) A person's sense of social responsibility towards the members of the group to which he belongs through cooperation, consultation and respect for their opinions (Musleh, 1996).

Familiarization Process Characteristics

1. Dynamism

The compatibility process is a dynamic process in and of itself, in which individuals respond to their changing needs and desires with multiple patterns of behavior.

2. Standard

The concept of compatibility is a standard that refers to values to describe the process of compatibility, health, completeness or happiness, or lack of adaptation, deficiency or anomaly, and although the degree of compatibility of the individual is measured by way of keeping pace with and adhering to the standards of society, achieving happiness as a

criterion for this compatibility is what is meant. In the sense that the socially harmonious person is happy.

3. *Relativity*

It appears in compatibility, especially in modern society, for the individual's belonging to different groups in the cultural norms from one group to another, and through relativity, behavior can be judged as appropriate or inappropriate, familiar or inconsistent through its relationship and integration with a specific culture present in its society and proportionate to it at a time a certain.

4. *Career*

It means that the compatibility process involves the function of achieving balance with the environment in which the individual lives.

5. *Flexibility*

Resilience means that the individual responds to the new influences in an appropriate response in a way that suits them, because the inflexible person does not accept any change in his life, and then his familiarity is disturbed and his relationships with others are disturbed (Ibrahim, 2006).

Domains and Areas of Compatibility

The dimensions and areas of familiarity can be summarized in the following:

1. Personal (emotional) compatibility: It includes happiness with the soul and contentment with it, which is specific to the individual, and it is represented in satisfying the individual's internal motives, compatibility and resolution of their conflicts, and matching the capabilities and capabilities of the individual with the level of his ambition and aims.
2. Social compatibility: It is the acceptance of others, commitment to the laws and values of society, normal social compatibility, work for good, marital happiness, and professional comfort. This kind of compatibility appears in the following areas:

A in the school: It is called the academic compatibility, that is, the individual's success in educational institutions and the proper growth of knowledge and social, as well as appropriate achievement, and solving academic problems such as: poor academic achievement, and the relationship of the individual with his peers surrounding him in school.

B - In the family: It is called the family familiarity, which is that reconciliation prevails between the individual and between him and his parents, as well as with his brothers. And that the relations be based on affection, love,

cooperation, cooperation and living in compatibility within the family.

C at work: It is called the professional compatibility: it includes choosing the individuals with whom it works, familiarizing themselves with them, supporting, cooperating and merging with them so that they feel happy and satisfied (Obeidat and others, 1996).

Conditions for Achieving Social Compatibility

It accepts the individual for himself and others and places himself in the shoes of others, meaning that he thinks, feels, and behaves in the same way as others do.

- That the individual be able to forgive others, overlook their weaknesses and disadvantages, and give them a hand to help those who need help.
- That the aims of the individual are compatible with the aims of the group, as they do not contradict the great human aim, to avoid a contradiction and inconsistency between the aims of the individual and the aims of the group.
- The individual's ability to feel social responsibility, that is, the individual must be cooperating with the members of the group in order to reach to solve their social and organizational problems related to building and managing the group (Jaber, 1979).

Social Compatibility Standards

Lazarus and Schaffer set the parameters of psychological accommodation as follows:

1. Psychological comfort:

It is that the person who has psychological compatibility is the one who faces obstacles and solves problems in a way that he and society accept.

Adequacy at work:

It is the ability to work, produce and sufficiency according to what their capabilities and skills allow, which increases his familiarity with others.

2. The extent to which the individual enjoys social relation: Some individuals are better than others in establishing social relationships with others and in maintaining friendships and ties and strengthening social relationships.
3. Feeling happy: A normal and resilient personality is able to live happily ever after without conflicts or problems.
4. Physical symptoms:

Sometimes the only evidence of inconsistency is what appears as occasional physical symptoms, such as physical ailments of psychological origin such as obsessive-compulsive disorder and mental disorders (Abu Dalu, 2009).

Psychological Theories that Deal with Familiarity

Many psychological theories have dealt with the issue of familiarity with different forms and interpretations, the most important of which are:

Theory of Psychological Development, by Eric Ericson, 1963.

Erikson believes that familiarity arises in a previous stage of psychosocial development, starting from the end of the adolescence period until the end of the early adulthood. After a person has developed a sense of identity, he becomes a unique person in his own making his own identity, and his compatible and good options are to share a person Others, such as the relationship of friends, and the relationship of marriage. (Mahmoud, 1990).

Erikson assumed that creating and sustaining intimacy relationships requires three capabilities: the first: the ability to commit and is an ongoing investment of the relationship without worrying about losing an identity (I). The second: the ability to reveal oneself and empathize with one another. And the third: the ability of an individual to retain his individuality in situations (Preger, 1995) other.

Theories of Psychological Compatibility

Theory Biological

Among its pioneers are Darwin, Mendel, Kalman, and Galton, and it emphasizes the biological aspects of psychological compatibility, as this theory sees that the problems of poor compatibility in the individual are caused by diseases affecting the body and brain tissues, and these diseases occur in various forms, including: inherited and acquired, these diseases affect the hormonal balance For the individual resulting from psychological pressure. The owners of this theory believe that the process of psychological compatibility depends on mental health and therefore complete compatibility (which is physical compatibility) (Saeed, 2008).

Theory of Psychoanalysis

Among the most prominent pioneers of Freud, who believes that the psychological compatibility of the individual is often subconscious because individuals do not realize the underlying causes of many of their behaviors, for the compatible person is the one who can satisfy his necessary needs by means acceptable to society. (Al-Shazly, 2001).

Behavioral Theory

The psychological compatibility of behavioral scientists represents the acquired responses of the individual through the

experience to which the individual is exposed and which qualifies him to obtain logical expectations and on the reward, so repetition of proving a behavior that would turn into a habit, and that the process of compatibility of the person at (Watson and Skinner) cannot grow Through the effort exerted by the individual to feel it, but it is formed in a mechanical way by means of hints or verifications of the environment. As for the cognitive researchers such as (Albert Pandora and Michael Mahon) they excluded the interpretation of the psychological compatibility of the individual from that it occurs in an automatic way that keeps him away from human nature, and they considered that many of Human jobs are done at An individual on a high degree of awareness and understanding of the basic ideas and concepts that he has, so they refused to explain the nature of the human mechanism mechanical manner (Nial 2002).

Related Studies

Studies on Familiarity

Therwelt Study (1998)

This study aimed at identifying the dimensions of the ability to share familiarity with a close friend and partner. The sample consisted of (465) adolescents, of whom (257) are females and (208) males. The study used the ability to adapt to familiarity in two copies, the first with the close friend and he answered (232) From the members of the sample and the rest of them, they answered the second copy, which includes familiarity with the partner. The global analysis showed that the familiarity with a close friend consists of three factors: social affiliation, negative affection, positive affection, and familiarity with the partner of four (J social intimacy, and intimacy negative, positive and intimacy, and sexual intimacy).

(Romig & Bakken) Study

This study aimed to know the needs of personal relationships in intermediate adolescence: companionship, leadership and familiarity. The study sample consisted of (207) adolescents in the intermediate stage, (70) of whom were male (137) females. The study tool was a scale of Schultz's Fundamental - Interpersonal Relationship Inventory, and the results showed that there is Differences in the development of intimacy among adolescents due to the gender variable, as males obtained high degrees of independence, while female results showed high levels of convergence characteristic. (Romig & Bakken, 1992).

Studies Dealing with Psychological Compatibility

Study of Muhammad Ali (1974)

The study dealt with compatibility problems among Kuwaiti adolescents of both sexes. The research sample consisted of 113 students and 132 students who were randomly selected from all classes from intermediate and secondary schools and whose ages ranged between 14 and 18 years. The researcher used in his study a list of problems after making compatibility to them and designed a preliminary form that includes a set of open questions. On the study sample, the results have revealed that the size of the total problems of compatibility with respect to the total sample of girls is higher than that of males, due to the large size of psychological problems, especially for females, as it was concluded that the most important problems that we find in males and females are the problem of trivia Family and school social (Bahadir 1980).

Merhab Study (1984)

It aimed to identify the relationship between psychological compatibility and the level of ambition among a sample of 432 students from both sexes in the state of Rabat, whose ages ranged between 14 and 21, to reveal the relationship between aspects of personal compatibility and the level of ambition among adolescents of both sexes, and to show the differences between those with high or low ambition in terms of General psychological compatibility. The "humble" compatibility test and questionnaire for the level of ambition "Abdel Fattah" was used. The results of the study showed that there is a positive relationship and statistically significant between the general psychological compatibility and the level of ambition among adolescents and adolescents in Morocco and a positive relationship between the dimensions of healthy, social compatibility, The emotional level and the level of ambition also

found that there are statistically significant differences between the high level of ambition and low ambition in relation to the general level of compatibility of the two groups (males and females) in favor of females, and there was a difference in gender compatibility, and this difference is due to the view of women and men in life (Niall), 1984).

Research Methodology and Procedures

This chapter includes a presentation of the research methodology and procedures in terms of community identification, sample selection and tools used to achieve its aims, as well as the statistical methods used in it.

Research Methodology

In the current study, the researchers used the descriptive approach, because it is the most appropriate approach that is concerned with describing the phenomenon accurately and expresses it quantitatively and qualitatively. et al., 1996). The research methodology includes the following steps:

The Research Community

The research community is represented by intermediate school students affiliated to the Qadisiyah Education Directorate in the governorate center, and it was determined only by the fifth and morning classes for the academic year (2018-2019), and the number was (4496) male and female students, as the number of scientific branch students reached (3782) male and female students, while the number reached The number of students in the literary branch is (684) male and female students. As for the sex variable, the male sample reached (1589) male and female students by (2907) male students, table (1) shows the total research community, in terms of the school names distributed according to specialization and gender.

Table 1.

The research community is broken down by schools, specialization and gender

	Girls' Preparatory schools	Specialization		Total	Boys' Preparatory School		Specialization		Total
		Scientific	literary				Scientific	literary	
1	Sana'a	153	30	183	16	AlJomhoriya	67	31	98
2	AlOroba	192	-	192	17	Ibn-Ennafes	140	-	140
3	Damascus	228	37	265	18	Abi Turab	78	-	78
4	Qutaiba	181	-	181	19	Al-Jawahiri	110	50	160
5	AlTalea	158	60	218	20	Al-Thaqalain	73	40	113
6	Maisalon	185	60	245	21	Al-Zaiton	171	-	171
7	AlRabab	144	44	188	22	AlTafawoq	155	-	155
8	AlFardos	165	28	193	23	Al-Ghadeer	138	-	138
9	AlDiwaniyah	84	34	118	24	AlDiwaniyah	85	17	102
10	Al Hawra'a	206	34	240	25	AlMarkaziya	207	-	207
11	AlNoor	145	34	179	26	AlKarama	47	60	107
12	AlSoror	49	40	89	27	AlMutamayizin	120	-	120
13	Belqis	81	40	121	28	Al Kawther	112	30	142
14	Al-Adala	87	24	111	29	AlMutamayizat	101	-	101
15	AlJana'in AlMua'alaqa	67	-	67	30	AlSonbola	53	21	74
	Total	2391	516	2907	Total		1391	198	1589
	Summation	4496							

The Research Sample

It is a subset of the community units so that the sample size is representative and the information available in the sample is that available in the community (Bismani, 2014). Therefore, the researchers selected the sample in a random staging method from the research community, so they were randomly selected (4) schools from the research community. A group of male and female students was randomly chosen from each division, and the basic sample of the study was (100) male and female students who were divided by (50 male and female students) equally according to the variable of specialization, gender and table (2) illustrates this.

Table 2.

The research sample is divided according to schools and major.

	School	Specialization		Total
		Scientific	literary	
1	Al-Zaiton Preparatory	12	13	25
2	Al-Jawahiri Preparatory	13	12	25
3	AlTale'a Preparatory	12	13	25
4	Al-Hawra'a Preparatory	13	12	25
	Total	50	50	100

The Research Tools

A. Familiarity Scale

In order to achieve the aims of the current research, the researchers reviewed many studies and theoretical frameworks related to familiarity. The researchers found that the (Solvian 1953) scale adopted by (Khair 2010) is appropriate for the research community that was prepared and applied and extracting its psychometric properties on the current research community itself, and the scale It consists of (45) items distributed in five areas, namely (the domain of trust, the domain of interest, the domain of self-disclosure, the domain of participation in thoughts and feelings and the domain of participation in worries, hopes and aspirations), and after its presentation to a group of experts and arbitrators in the domain of education and psychology, some thousand have been corrected She saw and excluded (5 items), and thus the scale in its final form consisted of (40) items distributed in five areas which are as follows (confidence 9 items, interest 9 items, self-disclosure 7 items, sharing in thoughts and feelings 7 items, sharing in worries and hopes aspirations are 8 items; alternatives have been

given to the scale a graded answer which is (always, often, sometimes, rarely, never) and these alternatives are given when correcting the grades (5, 4, 3, 2, 1) respectively for the purpose of obtaining the overall scale of the scale.

B. Psychometric Compatibility Scale

The researchers reviewed the literature and previous studies that dealt with the concept of psychological compatibility, and they found that the (Faroujah 2011) scale is appropriate for the current research community and its sample, and was able to achieve the aims prepared by the researchers, and for this the scale consisting of its initial form of (48) items was divided into five areas these are: (The domain of psychological compatibility and the domain of social compatibility, the domain of professional compatibility, the domain of family compatibility and the domain of school accommodation) and after presenting it to a group of experts and arbitrators in the domain of education and psychology, some of the items were corrected and excluded (3 items), and thus the scale became in its final form consisting of m (45) a item distributed on five areas: (the domain of psychological compatibility and consists of (9 items) and (the domain of social compatibility and consists of (9 items)) and (the domain of professional compatibility and consists of (9 items) and (the domain of family compatibility and consists of) 9 items) and (the domain of school consensus and consists of (9 items)), and all items were formulated in the manner of declarative statements and in front of each item alternatives (yes, no).

Psychometric Properties of the Two Scales

1. Validity

Validity is an important characteristic in the domain of psychological measurement, as the honest scale is the scale that measures what was set for it well (Abu Hatab and Othman, 1976). In order to verify the validity of the two scales, the researchers used the apparent validity of the scale by presenting it to (10) arbitrators in the domain of education and psychology, to consider the content of the items and their suitability for the sample and their conformity with the general concept of the domain s, and their opinion on alternatives. The researchers took all the opinions presented in the questionnaires and adopted the percentage of knowledge of the differences in the percentage of agreement between the arbitrators, and (5 items) were excluded from the familiarity scale, and the ratio of the arbitrators agreement to the familiarity scale (90%), while the psychological compatibility scale was

excluded (3 items) Of the scale, the proportion of arbitrators agreed (87%), which is acceptable for both scales.

2. Reliability

Reliability gives another indication of the accuracy of the scale, as it indicates that the scale is of a high degree of accuracy and consistency in the data provided to us by the subjects (Abu Hatab and Othman, 1976).

To calculate the reliability of the scale, a random sample of (40) male and female students was chosen. After that, the familiarity scale was applied and agreed upon. After two weeks, the scale was applied again, and after data processing and analysis using the Pearson correlation coefficient to find the value of the reliability factor between the two applications, the value of reliability of the familiarity scale (0.84), while the reliability value of the compatibility scale has reached (0.78). Both values are good for the reliability of both scales and the consistency and consistency of their items.

View and Discussing the Results

Presentation, Interpretation and Discussion of Results

The current chapter includes view the results of the research according to the objectives set for it, interpreting and discussing the results in the light of the theoretical

framework and previous studies, and in light of this the researchers develop conclusions, recommendations and proposals as follows:

The First Aim: Measuring the Familiarity and Psychological Compatibility among Adolescents among Intermediate School Students

After applying the two scales to the research sample, the results showed that the mean of the scores of the sample individuals for the familiarity scale has reached (116.55) degrees, and with a standard deviation of (23.94) degrees, and using the T test for one sample, it appeared that the calculated T value reached (1.4) and when compared with The tabled T value of (1.6), at the significance level (0.05), and with a degree of freedom (99), shows that the attribute of familiarity is not present at the research sample.

As for the psychological compatibility scale, the results on the research sample showed that the mean of the sample scores has reached (70.06) degrees, and with a standard deviation of (9.3) degrees, and using the T-test for one sample, it appeared that the calculated T value reached (2.2), which is greater than the tabled T value (1.6) is at a level (0.05) with a degree of freedom (99), so it is statistically significant and this means that they have a psychological compatibility feature with a high degree, as shown in Table (3).

Table 3.

T-test for the Significance of the difference between the means on the Scale of Familiarity and Psychological Compatibility

Scale	N	Mean	Std. Deviation	t-test	tabled	Significance Level 0.05
familiarity	100	116.55	23.94	1.4	1.6	Not Significant
psychological compatibility		70.06	9.3	2.2	1.6	Significant

Hence, we note that the familiarity between intermediate school students and the sample included in the research is not present, and this is due, of course, to their vibrating and volatile personality, which they are distinguished by because of the age stage in which they live, which is characterized by the stage of lack of identity and volatility, which makes this result a regular matter of the absence or presence of some traits they are supposed to be present naturally for their maturity in biology. This result is consistent with the study (Therewilt 1989).

As for the psychological compatibility scale, the results indicate that the research sample have a level of psychological compatibility, and this in turn is due to the nature of the relationships that adolescents live in and because of the civilizational progress in different

areas of life, which affected the nature of social and educational formation and made it progress towards civilizational development, all of this has an impact on The nature of the general compatibility of adolescents with regard to them or their parents in terms of the nature of education and its impact on them.

This result is similar to the study (Merhab 1984) and the study (Muhammad 1974).

The Second Aim

Identify the statistically significant differences in the familiarity scale according to two variables: gender (male - female) and specialization (scientific - human).

To achieve this aim, the mean and the standard deviation of the adolescents' grades

from junior high school students, male and female, were calculated on the familiarity scale. Standard (14.54), and using the T-test for two independent samples to find the differences, it was clear that the calculated T value (15.124) is greater than the tabled T value of (2), at a degree of freedom (98) and a significance level (0.05), which means that there are statistically significant differences Between males and females in favor of females.

As for specialization (scientific - literary) on the familiarity scale, it appeared that the mean of the scientific specialization reached (123.48)

degrees and a standard deviation of (26.62) degrees, while the mean of the literary specialty reached (109.62) degrees, and a standard deviation (109.62), and through the use of T test for two independent samples to see the differences between them. The calculated T value of (3.01) is greater than the tabled T value (2), at a freedom degree (98) and a significance level (0.05). This means that there are statistical significant differences between the scientific and literary specialists in favor of specialization. Scientific, and table (4) shows that.

Table 4.

T-test for the Significance of the difference between the Hypothetical Mean and the Mean for Intermediate School Students on the Familiarity Scale According to Two Variables: Gender (Male - Female) and Specialization (Scientific - Literary)

Gender & Specialization	N	Mean	Std. Deviation	t-test	tabled	Significance Level 0.05
Male	50	96.62	11.65	15.124	2	Significant
Female	50	136.48	14.54			
Scientifics	50	123.48	26.62	3.01	2	Significant
Literary	50	109.62	18.73			

This study differs with the study (Therwelt 1998).

The Third Aim

C- Identifying the statistical significant differences in psychological compatibility according to two variables: gender (male - female) and specialization (scientific - literary) on the psychological compatibility scale.

When researchers investigated this aim and to verify it, the mean and the standard deviation of adolescent grades from junior high students from males and females were calculated on the compatibility scale. (71.08) degree and a standard deviation (7.49), and using the t-test for two independent samples to find the differences, it became clear that the calculated T-value (1.44) is smaller than the tabled t-value of (2), at a degree of freedom (98) and a significance level

(0.05) and here there is no Statistical differences between males and females.

As for the specialization (scientific - literary) on the psychological compatibility scale, it appeared that the mean of the scientific specialization reached (73.48) degrees and a standard deviation of (10.36) degrees, while the mean of the moral specialization (66.64) degrees, and a standard deviation (6.60), by using the t-test for two independent samples to know the differences, it was clear that the calculated t value (3.94) is greater than the tabled t value of (2), at a degree of freedom (98) and a level of significance (0.05). This means that there are statistical significant differences between the scientific and literary specialists in favor of the scientific specialization. Table (5) shows that.

Table 5.

t-test of the significance of the difference between the hypothetical mean and the mean for intermediate school students on the psychological compatibility scale according to two variables: gender (male - female) and specialization (scientific - literary)

Gender & Specialization	N	Mean	Std. Deviation	t-test	tabled	Significance Level 0.05
Male	50	73.22	7.35	1.44	2	Sig.
Female	50	71.08	7.49			
Scientifics	50	73.48	10.36	3.94	2	Sig.
Literary	50	66.64	6.60			

This result is similar to the study (Merhab 1984).

Fourth Aim: To Identify the Correlation between the Familiarity and Psychological Compatibility

For the purpose of identifying the correlation between the two of familiarity and psychological compatibility among adolescents, the correlation between them was found using the Pearson correlation coefficient between students' scores on the familiarity scale and their scores on the psychological compatibility scale. The calculated value was (15.93), which indicates a positive correlation between the two variables to a large extent.

Recommendations

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

1. The necessity of establishing counseling centers or units within intermediate schools, and both males and females.
2. To make students aware, and guide them towards positive features, ethics and clarify them through group counseling sessions weekly or monthly.
3. The inclusion of humanitarian and educational principles within the school curricula, especially in Islamic education, and emphasizing it.

Proposals

To complement the current research, researchers suggest conducting:

1. Similar studies that change the familiarity with other variables.
2. Studies that take each variable with other samples.

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