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Conduct Disorder In Middle School Students (Build And Apply)

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Abstract
The current research aims to identify the disorder of the course at the request of the intermediate stage, as the research consisted of (1000) students and students of the intermediate stage. The researcher built the measure of disturbance course based on the fifth American diagnostic guide for mental and mental disorders (2015: DSM _5) The researcher used the statistical methods: T-test for one sample (T _test), T-test for two independent samples, Pearson correlation coefficient, and the results of the current research N request the intermediate stage have the course of disorder, and there are statistically significant differences in the level of behavior disorder, and in the light of the findings of the researcher presented a number of recommendations and suggestions.

 Keywords: conduct disorder, middle school students

Trastorno De Conducta En Estudiantes De Secundaria (Construir Y Aplicar)

Resumen

La investigación actual tiene como objetivo identificar el trastorno del curso a pedido de la etapa intermedia, ya que la investigación consistió en (1000) estudiantes y estudiantes de la etapa intermedia. El investigador elaboró el curso de medida de perturbaciones basado en la quinta guía de diagnóstico estadounidense para trastornos mentales y mentales (2015: DSM _5). El investigador utilizó los métodos estadísticos: prueba T para una muestra (prueba T), prueba T para dos independientes Las muestras, el coeficiente de correlación de Pearson y los resultados de la investigación actual N solicitan que la etapa intermedia tenga el curso del trastorno, y existen diferencias estadísticamente significativas en el nivel de trastorno del comportamiento, y a la luz de los hallazgos del investigador presentó un número de recomendaciones y sugerencias.

Palabras clave: trastorno de conducta, estudiantes de secundaria.

Chapter One

the study Problem :

Disorder is a problem that affects a number of adolescents, whether male or female, and this disorder causes negative effects and suffering not only on the troubled but also on the whole family and society (Morsi: 2009, p. 65). The literature indicates that disorder Behavior is a set of behavioral and emotional problems. Adolescents suffering from this disorder face great difficulty in following rules and behaving in a socially acceptable way. This disorder is often seen by others and social organizations as a disorder of behavior that is bad or delayed (Avenue: 2013, p33) , As the results of Dr (Judge 2016). Behavior disorder and associated behavioral problems are a source of discomfort for parents, children, their peers and all those around them. These disturbances make the general atmosphere of the family and school stressful and intense, especially when the parents do not have sufficient information about these disorders and lack sufficient experience To deal with these children, which increases the disorder of behavior and behavioral problems in adolescents (Judge: 2016, p. 8), as the results of the Frick study (Frick 2001) that the disorder behavior is a

continuous pattern of aggressive behavior and anti-society, which violates the rights of others or Alar Q major community or both, and that the severity of the course of disorder vary among individuals infected with the disorder, many of them shows the psychological and social impairments large include poor educational attainment, poor social relations and the great conflict with parents and teachers (Frick: 2001, p 597).

research importance :
Behavior disorder is an important disorder that is associated with a range of psychological, academic, social and academic behaviors, and is also associated with a high degree of criminal behavior, because in childhood it predicts subsequent problems in adolescence, including physical problems, legal problems, social problems , 2017, p. 77), and literature indicates that the impact of disorder disorder is a bad influence, because of its association with aggressive behavior, destructive and criminal in later stages of age, aggressive behavior in the young is an indicator or a sign of aggression in the late periods of life of the individual, (DSM-2000, p. 276). The DSM-IV, which is the most common form of the disease, 4) Psychiatric disorders Behavior disorder is associated with one or more mental disorders such as anxiety, mood disorders, and drug-related disorders, and there are a variety of factors that predispose behavior disorder including parental rejection, neglect, inconsistent practices in family upbringing, And the increase in the number of family members (Dasoki: 2015, p. 21)
In this regard, the importance of the current research lies in its attempt to fill the gap in the studies related to the disorder of conduct. This research derives its importance from the following theoretical and applied considerations:

First, the theoretical importance is as follows:
1. Address the issue of disorder disorder, which is of great importance to researchers and therapists in the field of mental health and educational counselors in schools, which is the source of many of the problems experienced by the individual.
2. Attention to study the disorder of the course and its causes and theories and calibration, as any behavior against society affects many individuals within the community.
Second: The practical importance is represented by the following:
1. This research contributes to the assistance of specialists and interested in this category, especially specialists and guides in the development of

programs and activities suitable for them.

2. The scarcity of research and studies that have addressed the problem of behavior disorder among adolescents in Iraqi society to the knowledge of the researcher.

Research Objectives Objectives of Research:

The current research aims at:

1 - Building a measure of disturbance behavior in middle school students.

    2 - identify the disorder behavior at the request of the intermediate stage.

Search Limits:

1. Objective Limit: The current research is limited to dealing with the concept of disorder

2. The spatial limit: The current research is determined by the departments of the Baghdad governorate (Rasafa first, second and third, and the first, second and third Karkh).

3. Time limit: The current research will be conducted during the academic year 2018-2019.

4. Human Limit: The current research will be conducted on the intermediate stage, the second grade is average according to the gender variable (male - female).

Definition of Concepts:

First: Disorder Behavior Conduct Disorder:

Known by:

1. Joseph (2000): It is the constant and repeated pattern of aggressive or non-aggressive behavior or behavior in which the rights of others, the basic values of society or the laws applicable to the age of the person at home, school, comrades and society are violated (Yusuf, 2000, p. 257).

2. Frick (2004): It is a form of childhood psychopathology that involves a frequent pattern of behavior in which the fundamental rights of others or social norms are violated (Frick: 2004, p823).

3. DSM-5 (2015): a pattern of frequent and persistent behavior in which fundamental rights are violated or basic social norms appropriate to a person's age or laws (DSM-5: 2015, P280).

Theoretical definition: The researcher adopted the definition of the American Diagnostic and Statistical Manual of Mental Disorders (DSM-5), as the theoretical definition of the current research.

Procedural definition: The total score obtained by the respondent on the measures of disturbance measure prepared in this research.

Second: The intermediate stage:

The Ministry of Education (2011) defines it as the first level of secondary education and lasts for three years, followed by the second level which is the preparatory school and lasts for three years (Ministry of Education 2002, p. 6).

Chapter Two: Theoretical framework and previous studies
 Disorder disorder (CD) Conduct Disorder
Behavioral disorder usually refers to a particular pattern of non-social behavior associated with real disability in everyday life at home or school, and serious concerns that this adolescent can not be treated. This disorder is usually characterized by two types of behavior: What describes aggressive behaviors phenomenon directed towards others physically and verbally; the second type is the hidden social behavior that appears in non-social behaviors such as vandalism, arson and theft are usually hidden from others (Kauferman and Landrum: 2012, p. 439) Hom refers to a range of behavioral and emotional problems in children. Adolescents suffering from this disorder face great difficulty in following rules and behaving in a socially acceptable manner. Often, this disorder is often reported by others and social groups as bad or late (Avenue: 2013, p33) .
 Diagnosis of Behavioral Disorder Diagnosis Behavior Disorder:
According to the American Association of Psychiatry, the official diagnostic criteria for the diagnosis of conduct disorder are the criteria of the DSM-5. According to this manual, the diagnosis of disorder is:
A pattern of repeated and repeated behavior in which the fundamental rights of others or basic social rules and laws applicable to the age of the person are violated, as evidenced by the existence of at least three of the following fifteen criteria over the past 12 months of any of the following categories, Less than last six months:
- Assault on people and animals Aggression to People and Animals
1. It usually prevails over others, threatens them, or frightens them
2. Usually begins with physical combat
3. Uses a weapon that can inflict serious bodily harm on others (such as a stick, broken bottle, knife, pistol)
4. He was physically harsh towards others
5. It was physically harsh towards the animals
6. The victim faces a victim such as (robbery, purse twitching, extortion, armed robbery)
7. Force others to have sex with them
Destruction of Property

8. Intentionally engaging in a fire with the intention of causing great harm

9. deliberately destroy the property of others (by means of a fire)

Deceitfulness or Theft

10. Enter another person's house, building or car

11. Often lies to obtain goods or privileges or to avoid obligations (ie deceive others)

12. Objects of value were stolen without facing the victim (such as stealing shops but without breaking and breaking into counterfeiting)

- Serious Violations Of Rules

13. Often stays outside the house at night despite the parents' ban, 13 years ago

14. Escape from the house at least twice a night, living in the confines of the parents or adopted parents (or once without return for a long time)

15. Often miss the feast before the age of 13 years.

B - Behavioral disorder causes significant clinical decline in social, academic or professional performance.

C) If the person aged 18 years or older does not meet the standards of anti-social personality disorder (DSM-5: 2015, P 280-281).

The tenth International Classification of Psychological and Behavioral Disorders has listed a number of examples on which diagnosis is based:

Excessive rates of quarrels, harassment or cruelty to others or animals, excessive destruction of property, arson, theft, frequent lying, escape from school and home, excessive and excessive temper tantrums and severe and persistent disobedience, challenging and provocative behavior, , Any of these criteria if severe enough to diagnose, but the acts committed by the individual community are sufficient alone (ICD / 10: 1992, P 281).

☐ Spread of disturbance behavior:

This disorder occurs during childhood and adolescence by an estimated 6-16% in males and 2-9% in females under the age of 18 years. It is more prevalent in males than in females and in children with social and anti-social personality. P. 61).

Paths Development Turbulence

The Fifth Diagnostic and Statistical Manual of Mental and Mental Disorders divides the behavior disorder in terms of time of occurrence into two types:

First, the pattern that begins during childhood: Individuals show at least one symptom of behavior disorder before the age of 10 years. Children who fall under this path show severe behavior hostile to society and also exhibit psychosocial abilities.

II. Pattern that begins during adolescence: Individuals do not show any distinctive symptoms of disorder before the age of 10 years, where individuals who fall under this pattern to show acute behavioral problems increase with the onset of adolescence and have different family backgrounds to the extent They are also likely to have cognitive deficits, problems of impulsiveness and hyperactivity (DSM-5: 2015, p281) (Dessouki: 2014, p. 34).

 The causes of the disorder

Parental factors: Punishment and cruelty accompanied by severe physical and physical aggression by parents leads to the occurrence and development of disorder in children, where divorce is a risk factor in the occurrence of the disorder and the continuation of quarrel and conflict between the parents may lead to increased incidence of wing and behavior is socially unacceptable (Askar: 2005, p. 62).

Socio-economic factors Social and economic deprivation is one of the most serious factors that cause behavioral disorder. Parents' unemployment, loss of social support, and lack of positive social tools contribute to the emergence of this disorder (Askar, 2005, p. 62)

III. Environmental factors Social dysadvantage, homelessness, lack of shelter, low economic level, poverty and social isolation are factors that help prepare for disorder. Fergusson et al. (1999) finds that the longer an individual lives in an environment Are low and poor as external behavioral problems become widespread, and individuals with pathological disorder often come from troubled environments with many problems (Dasoki: 2014, p. 114).

Previous studies :

1 - Study of Nasrallah (2015)

Title: Relationship of peer impact to behavior disorder among adolescents in the Gaza Strip

 The study aims to identify the relationship of the peer effect in the study sample and the behavior disorder in adolescents. The sample and the sample of the study are secondary students aged between 16-18 years. The sample consisted of (550) students who were chosen in random, The researcher used the research tool: the measure of disturbance of the behavior of the preparation of Miller (1998), and the measure of the susceptibility of the influence of peers of the researcher, and the study found a positive relationship of statistical significance between the impact of peers and disorder behavior in adolescents, and this indicates that the greater The effect of peer led to increased disturbance Wire and vice versa.

2 - Kopp study, Biashani (2007) Kopp, Beauchaine

Title (Patterns of mental illness in the families of children with behavioral disorder and depression)

The study aims at identifying the relationship between parents who suffer from different mental illnesses and showing their children to the disorder of behavior. The study sample consisted of 180 children and their families. The children ranged in age from 12 to 8 years. Parents who suffer from mental illness and the issuance of disorder disorder and depression by children, and that disorder disorder is less prevalent among children whose parents do not suffer from mental illness.

Chapter III :

First: Methodology of the Research: The researcher followed the descriptive method of correlation in the research, which reflects this approach is one of the most widespread and popular methods in human research, which is interested in revealing the relationship between the two variables or more (Abbas and others: 2014, p. 77).

Second: The Research Community Population of the Research:

The current research community in the middle schools for boys and middle schools for girls belonging to the directorates of education Baghdad, represented by the Directorate of (Rusafa I, Rusafa II, Rusafa III, Karkh I, Karkh II and Karkh III). The researcher used the Ministry of Education and Directorates of Education to obtain the numbers of schools and prepare students, 1).

Table (1)

The research community is distributed according to the general directorates of education, schools and sex in the city of Baghdad:

total	No of student		No of school		Directorate	s
	female	male	female	male		
41775	19252	22523	166	68	First Rusafa	1
47097	21896	25201	215	108	Second Rusafa	2
50993	23651	27342	93	96	Third Rusafa	3
41186	13924	27262	171	80	First Karkh	4
73800	29097	44703	236	96	The Second Karkh	5
42241	16464	25777	200	156	Third Karkh	6
297092	124284	172808	1081	604	total	

Third: Research Samples Sample of the Research:

The sample is part of the society in which the study is conducted and is chosen by the researcher to study it according to special rules in order to properly represent the society (Azzawi: 2008, p. 161). The research samples will be presented as follows:

1. Sample statistical analysis

The schools were selected in a random stratified manner from the middle school community affiliated to the Directorate of Education (Rusafa I, II, and Karkh I and II), where they numbered twenty schools, ten boys schools and ten girls' schools. (50) students and (50) students from each school (25) students and (25) students from each population by two divisions of each school in the stratified random way, and table (2) shows the names of middle schools and prepare students By sex variable (male - female)

Table (2)

School names and numbers of students

| total | sex | | Names of school | Directorates |
	female	male		
		50	M . Heroes	
	50		M . Rusafa	
250		50	M . Palestine	First Rusafa
	50		W. Kind	
		50	M . The Greatest Jihad	
	50		M . Mansour	
		50	M . Adriasis	
250	50		The way of science	Second Rusafa
		50	M	
	50		M. Touch	
		50	M . Al-	

250			Karar (p)	
		50	M . Omar Mukhtar	
	50		M . Rahmaniyah	
		50	M . Mansour	
	50		M . The Arab Struggle	
250		50	M . Al-Bahtari	First Karkh
	50		M . Fruiting	
	50		M . Mother of the Spring	
		50	M . Humpback	
	50		M . Victory	
1000	500	500	20	

- Sample diagnosis:

In order to diagnose students with behavioral disorder, the researcher applied a disturbance scale, which was prepared by the same number of students who suffered from the disorder of the course (100) students and students from the schools of education Rusafa I and II and the first and second Krkh, (60) male, and (40) A female selected by a random class method and Table (3) shows this.

Table (3)

The diagnostic sample is distributed according to students, parents, tutors, and educational counselors

فذا ٠	Class Guide		Educational Advisor		Parents		students		School	Directorates
	female	male	female	male	female	male	female	male		
23		2	—	1	7	3		10	The Greatest Jihad	First Rusafa
23	2		1	—	8	2	10		W. Good Girls	
23		2	—	1	5	5		10	Heroes	
23		2	—	1	6	4		10	Adriasis	Second Rusafa
23	2		1	—	5	5	10		Diamond	
23		2	—	1	6	4		10	M . Karar	First Karkh
23	2		1	—	8	2	10		W Jump	
23		2	—	1	5	5		10	M . Mansour	
23	2		1	—	7	3	10		Al-Bahtari	The Second Karkh
23		2	—	1	5	5		10	Victory	
230	8	12	4	6	62	38	40	60	10	Total

Fourth: Tools of the Research:

Scale Disorder Scale:

1. Define the concept of "disturbance"

The researcher adopted the definition of the American Society of Psychiatry and Mental Health in the DSM-5 as: "a pattern of frequent and continuous behavior in which the rights of others are violated or basic social norms suitable for the age of the person or laws" (DSM-5: 2015, P 280).

2 - Determining the criteria of the concept of disorder behavior: -

Aggression to people and animals: as a physical assault on others, which includes assault or beating or equivalent of moral assault, such as insult (Mustafa: 2011, p. 121).

Destruction of property: the behavior of an individual to destroy or destroy the property of another person, to cause physical damage, or to destroy or destroy property belonging to others or public property (Abd al-Muti and Abu Qila, 2010, p. 385).

Deceitfulness or theft: It is a situation in which the individual deliberately takes something that he does not own and then retains it whether that is the property of the school or of others (Shaykhli: 2005, p. 55)

Serious violations of rules: Intentional violations of rules, regulations and laws and disobedience to the principles of conduct, such as staying out at night or running away from home and school (frequent absence) (Judge 2016, p. 12).

3 - Prepare the paragraphs of the scale

By providing the researcher with a collection of references, sources, studies, previous literature and approved measures that examine the disturbance of the course, including:

مقياس A measure of the symptoms of disturbance disorder for Majdi Mohammed al-Dessouki (2015) (Dessouki: 2015, pp. 87-98).

مقياس Abo El-Enein, Hanan (2011): Preparation of a measure of the assessment of symptoms of behavioral disorder in children in late childhood (Abul-Enein, 2011, pp. 1091-1093).

Sc Scale Waschbusch, D.A., Elgar, F.J. (2007): Development and Validation of the Conduct Disorder Rating Scale.

4 - Instructions of the measure and understand the phrases: -

The researcher set out instructions for the scale in a clear and understandable way, where it is marked by ()). The alternative that applies to the respondent is among the five alternatives. The answer is confidential. The answer is for the purposes of scientific research. (25) students from the middle west for boys and (25) students from the middle of Ms. Aisha for girls, were chosen by the simple random way of middle schools belonging

to the Directorate of Education Rusafa the first In the city of Baghdad, showed the results (9 - 18) minutes and the length of the response to the paragraphs of the scale was (12.38) minutes, the average answer (13.5) minutes, and table (4) This shows.

Table (4)

Time of response to the disturbance measure scale

The average response time	The length of the response	Test time		sample	School	Time of disturbance measure per minute
		Time last student	Time first student			
12,38	2,96	18	9	25	M . Western Boys	
				25	M . Ms. Aisha	

- Logical analysis of scale paragraphs:

The researcher presented the paragraphs of the scale to (25) arbitrators of specialists in (Education, Psychology, Psychological Counseling and Psychological Measurement), see Appendix 1, to assess the veracity of the paragraphs as apparent in the measurement of disturbance behavior. Based on their opinions and suggestions, (2), where the arbitrators made an amendment to some paragraphs in the wording to fit the objectives and sample of the research did not exclude the arbitrators of any paragraph, and thus became the number of paragraphs of the measure in its final (40) paragraph, as the researcher approved the approval of 25 arbitrators criterion of validity of the paragraph in the measurement of what For the measurement, because the difference between calculated and tabular values (ka2) (1) and (88%), and Table (5) shows that.

Table (5)

Percentage of the number of arbitrators who approve and disagree with the disturbance measure paragraphs and the value of (k2) to denote differences between them

Signif icanc 0,05e	Value square kay		rate	Not agree	agree	nor of exp erts	No of item	Behavior disturbance standards
	tabl e	calcula te						
functi on		25	%100	—	25		10\9\8\6\5\3	Aggression on people and animals
functi on		21,16	%96	1	24		4\2	
functi on		17,64	%92	2	23		7\1	
functi on		25	%100	—	25		10\7\6\5\3\2\1	Destruction of property
functi on		21,16	%96	1	24		9	
functi on	3,84	14,44	%88	3	22	25	4	
functi on		25	%100	—	25		\9\8\7\6\4\3\2 10	Deception or theft
functi on		21,16	%96	1	24		5\1	
functi on		25	%100	—	25		8\7\6\5\4\3\2\1 10\9\	Serious violations of the rules

6. Correction of the scale

The researcher adopted the method of self-report in the preparation of paragraphs of the scale because this method is one of the most common methods in the construction of psychological standards, where the researcher gave (10) paragraphs for each of the standards of disorder behavior: (10) paragraphs of the standard (aggression on people and animals (10) paragraphs of standard (destruction of property), 10 paragraphs of standard (deception and theft) 10 paragraphs of standard (serious violations of the rules), and thus the number of paragraphs of the scale (40) paragraph and with each paragraph (5) The answer is (always, monthly, weekly, once, never), when corrected on grades (1,2,3,4,5) for self-response alternatives Yeh, and (5,4,3,2,1) with the positive.

7. Statistical analysis of the disturbance scale measures:

The researcher sought to verify the discriminant force of the scale para-

graphs and the correlation coefficients of the degree of each paragraph to the total degree of the scale and the correlation of the score of each paragraph to the overall grade of the criterion to which it belongs and the test of the correlation of the paragraphs with the total score and the criterion to which the mechanism belongs. (1000) students and students were chosen by the random class method of the directorates of education Rusafa first and second and the first and second Kirkuk in the city of Baghdad according to the following procedures.

The discriminatory power of paragraphs:

For the purpose of extracting the discriminatory force of the paragraphs, the paragraphs of the 40-item scale were applied to the sample of 1000 students and students distributed equally according to the sex variable. The size of this sample is suitable for conducting the statistical analysis of the paragraphs. (27%) of the sample in each group. The number of individuals in each group (top, minimum) 270) students and students, as Anastasi (1988) indicated that the best sample size of statistical analysis End the use of the two extremes and by (27%) in each group, the number of members of the same group at least 100 individual Anastasi, 1988: p33)). (540) by extracting the arithmetic mean and the standard deviation for each group (top, minimum). The t-test was then applied to two independent samples of equal number to test the differences between the averages of the upper two groups And the minimum in each of the paragraphs of the scale. The calculated T value was returned as an indicator for distinguishing each paragraph by comparing them to the tabular T value (Myers: 1990, p. 356). It was found that all the paragraphs are distinct because the calculated tit values are greater than the tabular value of (1.96), at the level of significance (0.05) and the degree of freedom (538). Table (6) shows this.

Table (6)
Discriminatory force of disturbance scale scales

Level of significan * 0,05 ce	Value t calculate	Low group		High group		no
		standard deviation	SMA	standard deviation	SMA	
function	18,828	0,48573	1,1556	1,58205	3,0519	1
function	6,080	0,10502	1,0111	0,81401	1,3148	2
function	9,673	0,10502	1,0111	1,02013	1,6148	3
function	5,744	0,19806	1,0407	1,04074	1,4111	4
function	9,519	0,18257	1,0111	1,35597	1,8037	5
function	11,767	0,30056	1,1000	1,18834	1,9778	6
function	8,757	0,06086	1,0037	1,09641	1,5889	7
function	10,671	0,30056	1,1000	1,17702	1,8889	8
function	9,841	0,08591	1,0074	1,08496	1,6593	9
function	11,880	0,27740	1,0333	1,09760	1,8519	10
function	17,520	0,80246	1,2259	1,66082	3,1926	11
function	7,223	0,06086	1,0037	0,85730	1,3815	12
function	7,905	0,00000	1,0000	0,96236	1,4630	13
function	16,867	0,54495	1,2926	1,45652	2,8889	14
function	15,214	0,40681	1,0741	1,70008	2,6926	15
function	11,809	0,18920	1,0370	1,45654	2,0926	16
function	18,964	0,61828	1,1630	1,59133	3,1333	17
function	15,214	0,35839	1,0407	1,52241	2,4889	18

function	2,011	0,00000	1,0000	0,12104	1,0148	19
function	13,294	0,16988	1,0296	1,61159	2,3407	20
function	11,386	0,13507	1,0185	1,04965	1,7519	21
function	6,566	0,06086	1,0037	0,89698	1,3630	22
function	6,888	0,08591	1,0074	0,78160	1,3370	23
function	15,793	0,52895	1,2704	1,29075	2,6111	24
function	6,832	0,60604	1,2667	1,08990	1,7852	25
function	14,400	0,39564	1,1815	1,49975	2,5407	26
function	11,208	0,22510	1,0370	1,47616	2,0556	27
function	6,972	0,08591	1,0074	1,07903	1,4667	28
function	12,036	0,27819	1,0259	1,66067	2,2593	29
function	10,733	0,06086	1,0037	0,97909	1,6444	30
function	31,176	0,90375	1,5815	1,15432	4,3630	31
function	13,583	0,13507	1,0185	1,19318	2,0111	32
function	4,858	0,00000	1,0000	0,56378	1,1667	33
function	9,750	0,12104	1,0148	1,33021	1,8074	34
function	6,888	0,06085	1,0037	1,03189	1,4370	35
function	13,489	0,10502	1,0111	1,32224	2,1000	36
function	7,373	0,33562	1,1000	1,12296	1,6259	37
function	7,567	0,19224	1,0148	1,14209	1,5481	38
function	18,688	0,36817	1,1296	1,50573	2,8926	39
function	14,456	0,91090	1,5333	1,64663	3,1889	40

* T table value (1.96) at the level of significance (0,05) and degree of freedom 538

B - Relationship of the degree of paragraph to the total degree of distur-
bance measure:

 The consistency of the vertebrae was verified by using the Pearson corre-
lation coefficient to derive the correlation between the scores of the sample
on each of the scales and their total scores on the scale for all the sample
of the statistical analysis of (1000) students at the level of (0.05) (998)
showed that all correlation coefficients were statistically significant when
compared to the table value of 0.062, indicating that all the disturbance
measures were true in measuring the measurement. He found that c All
paragraphs are statistically significant at 0.05 and 998 and Table 1.96, so
that no paragraph is excluded and Table 7 shows that.

Table (7)

The values of the correlation coefficients of the degree of the vertebrate and the
correlation coefficient values of the disturbance measure scale

T value of correlation coefficient	Total correlation coefficient	No of item	T value of correlation coefficient **	Total correlation *coefficient	No of item
9,934	0,307	21	13,784	0,401	1
6,113	0,196	22	11,803	0,355	2
11,803	0,351	23	13,784	0,409	3
14,200	0,418	24	8,156	0,258	4
8,506	0,264	25	12,581	0,373	5
17,757	0,499	26	14,620	0,422	6
9,934	0,308	27	7,810	0,245	7
12,978	0,385	28	15,918	,0451	8
14,200	0,416	29	14,200	,0419	9
13,784	0,404	30	13,784	0,406	10

14,200	0,413	31	14,620	0,426	11
15,046	0,439	32	12,190	0,367	12
8,506	0,262	33	5,120	0,163	13
17,757	0,492	34	18,239	0,506	14
11,421	0,345	35	16,366	0,463	15
17,757	0,496	36	16,366	0,463	16
13,784	0,404	37	13,784	0,401	17
14,620	0,422	38	13,784	0,407	18
13,784	0,401	39	11,421	0,340	19
16,821	0,473	40	15,478	0,449	20

* The coefficient of the correlation coefficient of (0.062) at the level of significance (0,05) and the degree of freedom (998)

** The table T value of (1.96) at the level of significance (0,05) and the degree of freedom (998)

C - Relation to the degree of the paragraph in the overall degree of the criterion that belongs to the mechanism:

 The correlation between the score of each disturbance measure and the total score of the standard was determined by using the scores of the sample as a whole. Using the Pearson correlation coefficient, all correlation coefficients were statistically significant when compared with the tabular value of 0.062. At the level of significance (0.05) and the degree of freedom (998), where the researcher also tested the correlation coefficient by using the T-test to indicate the correlation coefficient where all values were function at the level of significance (0,05) and the degree of freedom (998) and the value tabular (1,96) And table (8) shows that.

Table (8)

The correlation coefficients of the score of the paragraph are determined by the total degree of the criterion to which they belong and the correlation coefficient values for the disturbance measure scale

T value of correlation coefficient **	Total correlation *coefficient	No of items	No of items	Standard	Standard sequence
27,753	0,661	1			
18,239	0,502	5			
22,492	0,586	9		Aggression on people and animals	1
19,744	0,530	13			
18,730	0,513	17			
21,353	0,564	21	10		
18,239	0,504	25			
19,744	0,531	29			
21,915	0,573	33			
20,804	0,553	37			
18,239	505,0	2			
18,730	0,512	6			
30,965	0,700	10			
22,492	0,589	14		Destruction of property	2
31,851	0,717	18			
18,239	0,508	22			
30,965	0,703	26	10		
18,730	0,510	30			
22,492	0,583	34			
18,730	0,515	38			
18,730	0,512	3			
19,744	0,538	7			
28,511	0,672	11		Deception or theft	3
23,693	0,604	15			
18,239	0,506	19	10		
20,268	0,542	23			

20,268	544,0	27			
29,298	0,685	31			
18,239	0,500	35			
38,124	0,771	39			
20,268	540,0	4			
30,965	0,701	8			
22,492	0,589	12			
39,376	0,786	16			
27,753	0,661	20			
19,744	0,538	24			
21,915	0,578	28	10		4
24,963	0,628	32			
27,753	0,669	36			
26,313	0,646	40			

* The value of the correlation coefficient of (0.062) at the level of significance (0,05) and the degree of freedom (998).

** T table value of (1.96) at the level of significance (0,05) and degree of freedom (998).

D. Relation of the criterion to other parameters of the disturbance measure (internal link matrix):

To extract this indicator of truthfulness, the researcher used the Pearson correlation coefficient between the scores of each criterion and the other criteria of the scale to find the correlation between the parameters of the disturbance scale. All the correlation coefficients were statistically significant when compared with the tabular value of (0,062) 05) and the degree of freedom (998). This means that all the domains of the disturbance scale are coordinated among them in the measurement of behavior disorder among middle school students.

Table (9)

The correlation coefficients of the degree of each criterion to the other parameters of the disturbance measure scale (internal link matrix)

Serious violations Rules	Deception or theft	Destruction of property	Aggression on people and animals	Behavior disorder	Standards
				1	Behavior disorder
			1	0,847	Aggression on people and animals
		1	0,619	0,804	Destruction of property
	1	0,431	0,566	0,765	Deception or theft
1	0,418	0,558	0,597	0,803	Serious violations of the rules

8. Socometric characteristics of the scale:

A. Validity of the Scale:

The validity of the instrument of measurement is one of the most important characteristics of cycometric, because of the association of honesty with the goal or the expected goal of the instrument of measurement, and the instrument's credibility is defined as the extent to which the instrument is measured or built for it (Al-Nabhan: 2013, p. 329) Disturbance behavior through the following steps:

1. Virtual honesty Face Validity:

The apparent truthfulness is the general appearance of the test or its external image in terms of the type of vocabulary, how it is formulated and how clear it is, as well as the test instructions, its accuracy and degree of ob-

jectivity (Majid, 2014, p. 102). The paragraphs of the scale were presented to a group of arbitrators of (25) adjunct arbitrators (1) who assessed their logical validity in measuring the concept of disturbance of the behavior (see the analysis of paragraphs 11).

2. Paragraphs of Validity: The researcher used the verbs of the scale by means of the following indicators (the relationship of the score of the paragraph to the total grade of the scale, p. 13).

3. Construction Validation:

The validity of the construction is one of the most complex types of honesty, and it is based on theoretical assumptions that are verified, sometimes called the truth of the correct configuration or the validity of the concept (cronbach: 1970, p 30).).

B. Reliability of the Scale:

Stability means that the instruments of measurement are of a high degree of accuracy, accuracy and consistency in the data provided to us on the behavior examined, that is, when the measuring instrument is free of random errors and was able to measure the real amount of the attribute to be measured in a consistent measurement under different conditions (Majid: 2014, p. 124). Therefore, the researcher verified the stability of the measure of disturbance of the path by means of retesting and Alkronbach. The following is an explanation of the stability of these methods:

Test Method Retest Method:

In order to extract the stability by means of re-testing, the researcher applied the scale twice to a sample of (50) students selected by random random method independently of the sample statistical analysis and re-applied the scale on the same sample after 14 days as a time interval, until the appropriate time period between The first and second applications shall not be less than (14) days (Zobaie et al., 1981: 103). Then Pearson correlation coefficient was used between the two application levels. The stability was (0.82) and the stability coefficient was good

2 - Alfa Cronbach equation (internal consistency) Alfa Cronbach:

 The stability value of alpha kronbach (0.84) was a good stability coefficient. The coefficient of stability of the disturbance scale is good in the two ways in which it is calculated, as it is greater than (0.70). The researchers in the psychological measurement indicated that the coefficient of stability is appropriate if more than (0.70) is a good, and the stability coefficient is high if it reaches 0, 80) and more if either ranged between (0.60) or less is considered low (Murad and Salman: 2005, p. 260). Table (10) shows this. Table (10)

Stability coefficient values

Stability coefficient	Sample size	Method of stability
0.82	50	exam REPETITON
0.84	50	Alpha Kronbach

3. Standard error of estimate

The standard error helps to know the strength and accuracy of the prediction. The higher the standard error value, the greater the difference between the actual scores and the expected degrees. The lower the standard error value and the closer to zero, 167). Table (11) illustrates the standard error values of the scale.

Table (11)

The values of the coefficient of stability and the corresponding standard error for the disturbance measure scale

Standard error values	Stability coefficient	Sample size	Method of stability
9,772	0.82	50	exam REPETITON
9,264	0.84	50	Alpha Kronbach

Statistical indicators of the disturbance measure scale:

For the purpose of calculating some statistical characteristics of the disturbance measure scale and reaching the results of its application, the statistical indicators of the scale were extracted as in Table (12) and Figure (1).

Table (12)

Statistical indicators of the disturbance measure scale

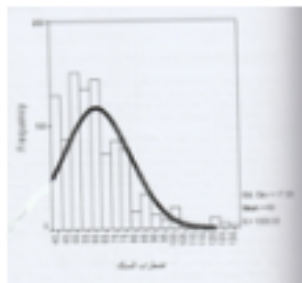| value	Statistical indicators
1000	the sample
60,4490	Arithmetic mean
40,00	Mediator
57,0000	The vein
17,07574	standard deviation
291,5808	variance
3,592	Sprains
2,319	Flattening
90,00	Term
40,00	Lowest score
130,00	Highest grade

Figure: 1
The graph represents the statistical indicators of the disturbance measure scale
10 - the scale of the disorder in the final form: After the researcher to ver-

ify the characteristics of the validity of the validity of the vertebrae of the scales of the scale is ready to be used to measure disturbance behavior in the sample of the research, where the scale of (40) for each of them (5) (5) for the alternative always and (4) for the alternative (monthly) and (3) degrees for the alternative weekly and (2) two degrees for the alternative time (1), and (1) the degree of the alternative, never, so the highest overall score of the scale (200) degree, and the lowest score in the scale (40) degree, and a theoretical average of (120) The examined sample indicates that there is a disturbance of the route and, if decreased, indicates no disturbance and Appendix (3) shows the scale in its final form.

the fourth chapter :

First: View results:

1. First Objective:

 Identification of behavior disorder among middle school students:

In order to achieve this goal, the researcher applied the measure of disturbance on the sample of 100 students and students with an average score of (156,670) and a standard deviation of (14,86373) degree, and on the eyes of the parents (100) and an average score of 137,6200), With a standard deviation of (10,39698) grade, the same number of educational supervisors (10), and the average of their grades (137,2000) and standard deviation capacity (7,82872), and the same mentors of the rows of (20) (136,5500) and with a standard deviation of (11,37159). To determine the difference between them, the researcher used the T-test for one sample. The calculated calculated value of the students was 24,671, which is greater than the numerical value of (1.98) at the level of (0.05) and the degree of freedom (99). The calculated T value of the parents was (16,949) (0.988), which is greater than the numerical value of (2,262) and the level of significance (0,05) and the degree of freedom (9). The calculated T value in the sample was 6,509, which is greater than the scale value of (2,093) at the level of (0,05) and the degree of freedom (19) The trait of the course in the eyes of the members of the research and that this difference is true is not caused by chance and in favor of the arithmetic average of the eye, and Table (13) shows that

Table (13)

The results of the T-test to determine the significance of the difference between the average sample scores (students, parents, educational supervisors, grade guides) and the mean mean of the disturbance variable

Significance	T value		The mean medium	standard deviation	Arithmetic mean	no	the sample	variable
	table	calculate						
function	1,98	24,671		14,86373	156,6700	100	Students	
function	1,98	16,349		18,39598	137,6200	100	Parents	
function	2,262	6,948	128	7,82872	137,2000	10	Educational guides	Behavior disorder
function	2,093	6,509		11,37159	136,5500	20	Class Guides	

- The titer table value is (1.98) at the level of (0.05) and the degree of freedom (99).

- The titer table value is equal to (2,262) at the level of (0.05) and the degree of freedom (9).

- The titer table value is equal to (2,093) at the level (0,05) and the degree of freedom (19).

II. CONCLUSIONS: - Interpretation and discussion of results

Identification of behavior disorder among middle school students:

Since the calculated T value of (24,671) for students is greater than the scale value of (1.98) at the level of significance (0,05) and the degree of freedom (99), since the calculated T value of (16,949) for parents is greater than the value of the scale (99). Since the calculated T value was (6,948) for educational counselors, it was higher than the numerical value of (2,262) at the level of significance (0,05) and the degree of freedom (9) , And since the calculated T value was (6,509) for the extension guides greater than the scale value of (2,093) at the level of significance (0.05) and the degree of freedom (9), this indicates the existence of disturbance At the same time, research is carried out through the responses of students, parents, educational counselors, and guides on the sections of the disturbance scale. This difference is real, not coincidental and in favor of the arithmetic average of the sample.

III. Recommendations:

In the light of the findings of the study it is clear that the phenomenon of disturbance behavior is dangerous and has negative effects in society and the individual, so it is necessary and obligatory for researchers and psychologists and educational counselors to study the disorder of behavior, and thus recommends the researcher:

1. Provide awareness and guidance programs for the families of students who suffer from disorder and educate the family in how to deal with their children

2. Parents should take into account the demands of growth at each age level and how to deal with adolescents at this stage because of their importance in shaping their personalities.

3. Activate the role of religious institutions in reducing the phenomenon of disorder behavior.

4. Conducting seminars and workshops for educational counselors, psychologists and school teachers on how to deal with their children suffering from disruptive behavior

IV. Proposals

To complement the current research requirements, the researcher proposes the following:

1. Utilizing the measure of disturbance behavior by researchers and by educational counselors.

2 - Conducting a study of correlation behavior disorder and its relationship to psychological compatibility

3. Conduct a similar study for the current study on age groups and other samples.

4. Conducting a study on the disorder of the course and its relation to the religious and moral awareness of middle school students.

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