

Differential identity disorder and its relationship to self-awareness contradictions in adolescents

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Abstract

Schizophrenic Identity Disorder (DID), formerly called polyphony, is a condition in which aspects of experience and memory are separated from each other and from consciousness. The current study adds to the literature in this area by using a broad perception of memory work in schizophrenic personality disorder, combining environmentally viable memory tests with experimental models, screening for sharing, switching, and integration. A two-session trial involving 11 adults with SCHIZOPHRENIA participated in this experiment and the two sessions included a variety of memory metrics, and participants were not given any instructions to switch between variables, but were later asked how many times they switched, reporting much higher levels of trauma compared to another group of 13 teenagers, participants in schizophrenia were faster than students involved in producing cv memories. In response to keywords, participants in schizophrenia also showed a low ability to answer detailed questions about a story containing fear, compared to a neutral story that did not show this decline in the student group.

The current research aims to find out:

- 1- Differential identity disorder in adolescents in the middle school.
2. Self-administration lapses among adolescents in junior high school.
- 3- Differences with statistical significance for differential identity disorders and contradictions of self-administration by sex variable (men-women) and age group (11-15/16-20)
- 4- The link between differential identity disorder and the contradictions of self-administration in middle school adolescents.

The sample of 30 middle school students in Iraq, Baghdad, for the academic year (2020-2021), was randomly selected from six schools, three of which were for students. The other three were for girls and were divided by sex and age variables.

Keyword: *Differential identity disorder, self-perception, contradictions of self-administration*

Research Problems

Personality is one of the main axes of psychology and its various branches related to sociology and psychiatry subject studied by several sciences, the most important psychology, as studies psychology; It is called "personality psychology", which indicates that it can be a stand-alone specialty.

The character can be defined as: "a comprehensive system of physical, mental, emotional and social systems that interact with each other and about that thinking about the behavior of the individual and distinguishing it from others" (Halabi, 2007, 20) and the personality trait system works in a unit and perfect harmony, but its disorder leads to a disorder in the formation of the public personality on the one hand (Halabi, 2007,35) perhaps the most prominent aspect of this association was reflected in the study of personality disorders so that we can understand what affects personality disorders We need to examine imbalances that affect their mental, social, emotional and physical effects or ethical systems. (Halabi, 2007,35)

Personality disorder can be classified as a behavioral disorder that occurs in the form of a lack of adaptation in life,

especially with the stresses of life, usually begins in childhood and adolescence and hinders the social relationships of the individual because it affects his productivity in work characterized by inflexibility (Okasha et al., 1998,188).

Preparatory is one of the important stages in which the individual has new experiences after entering a new wider world where they begin to plan for their future and show a tendency to become more independent after becoming more familiar with their future, it was a matter of financial, social and family issues. But during this new experience, he may face many challenges and pressures in his studies or in his social, personal or financial life. These pressures have increased significantly under the circumstances of crises, war and instability experienced by our beloved country over the past eight years (Okasha et al.), where they faced additional difficult circumstances and challenges that were generally a frightening factor for them, as we find that in these conditions of war that have left so much destruction, killing and displacement, many young people look to their future with a dark look that carries with them a lot of fear, doubt and fear of their dreams and aspirations, and they see That their

current lives are worthless or useless in light of what they have lost as a result of this war in which many of them have suffered in the meaninglessness of their lives, which Frankel called the existential void. (Okasha et al.

The researcher addressed this directly with teenagers, most of whom said that their lives no longer have a clear goal, whether in the near or long term.

Lucas states that the disorder of differential identity is not a gang, but rather a fertile ground for neurosis growth (Lukas, E, 1986, 125). This was confirmed by the study (Rahal, 1998) where it showed a positive association between differential identity disorder and contradictions of self-perception, and according to Rahal (1998,3), technical problems often arise as a reaction to fill this gap, ultimately hindering human qualifications, weakening his will and ignoring a sense of responsibility. This was confirmed by some studies that showed a relationship between differential identity disorder and some problems, including the study (Rahal, 1995) which showed a counterproductive relationship with compatibility, the study (Mohammed, 2001) which showed a positive association with future anxiety, the study (Hamed 2007) which showed a positive association with depression, as well as the study (Mustafa 2013) which showed a positive association with personality disorders.

These circumstances of the crisis of war experienced by our society in all categories and segments, also had a negative impact on the thinking and perspective of some young people, and adopted a number of misconceptions, where he found the overestimation of some young people for bad events and consider them catastrophic. (Mustafa 2013)

For example, some saw the advent of the crisis as the end of their dreams and future, which made them lose the determination to persevere and work) and some of them increased their generalization in their view of things by seeing things as white or black, or relying on their feelings and feelings in making decisions (some because of their sense of danger) would not go to school or take the exam, which is one of the reasons for delaying his graduation. (Mustafa 2013)

This mis thinking (cognitive abnormalities) also has serious effects, such as differential identity disorder, where it leads to a number of problems, as confirmed by a range of studies such as The Hamaki and Cobain Study, which have a positive relationship between them. Poor social adjustment. So is the Study of Hamaki, Kerman and John (Hamaci 2013, Guney, Karman) which showed its association with fear and despair.

The search problem can therefore be identified in the following key question:

What is the relationship between differential identity disorder and the contradictions of self-perception among adolescents in middle school students?

Research Questions

1. What is the degree of differential identity disorder among middle school teenagers in Asma Baghdad?
2. What is the self-awareness litigation of adolescents in d.C. schools?
3. How widespread are the symptoms of each personality disorder addressed in this study in adolescents in d.C. schools?

Research Objectives

The study sought to achieve the following objectives:

1. Show the relationship between students' grades on the list of personal disorders and their grades in the differential identity disorder test.
2. Show the relationship between the student's grades on the scale of differential identity disorder and his grades in self-awareness and mental health.
3. Find out the differences between student averages on the scale of the importance of personal life by gender variable.
4. Find out the differences between the averages of students in the list of differential identity disorder by gender variable, and know the differences between the averages of students on the self-perception scale of the gender variable.
5. Understand the differences between the average student's grades on the variable identity disorder scale by age variable.
6. Clarify the differences between the average grades of students in the self-perception list by age variables.

Research Importance

Against the background of the research problem and the objectives of this study, the importance of the current study lies in the following points:

- The importance of the problem addressed in this study is the impact of mental disorders such as differential identity disorder, according to Frankl, 1992, as well as the cognitive factors represented by contradictions of self-perception, on the development of personality disorders.
- The importance of the age group to which the study applies, i.e. adolescents, a real wealth to build and develop society.
- As far as researchers are aware, this study is the first to examine the relationship between differential identity disorder, self-perception contradictions on the one hand and personality disorders on the other.
- The current study helps enrich the field of psychological measurement by translating a scale (list of cognitive abnormalities) and conducting a cytometric study to make it usable in the Iraqi environment, as well as studying the psychological measurement of the importance of private life scale and testing personality

disorders based on the results of the current study, treatment programs can be developed in a list of treatment in the sense and cognitive therapy of personal disorders.

• **The current study states:**

- **Adolescents:** who are able to identify differential identity disorders, self-awareness contradictions and their relationship to personality disorders so that appropriate treatment programmes can be designed for them.
- **Psychotherapists:** The current study helps understand the impact of cognitive and ethical factors on personality disorders and this helps to create a multifaceted diagnosis as well as the creation of appropriate treatment programs.

Research Limitations

The current research is determined by the study of differential identity disorder and its relationship to self-perception contradictions among adolescents in middle school students of both genders (males and females) in the center of Baghdad for the academic year (2020-2021).

- **Human Boundaries:** - The current research community is made up of 40 teenagers, distributed as follows: 20 male teenagers and the sample was randomly withdrawn, and 20 female teenagers, obtained from middle school students from Baghdad capital schools for the year (2020-2021)
- **Spatial Boundaries:** - The search sample in the capital Baghdad was applied to a sample of middle school teenagers through clouds in a random and deliberate manner.
- **Time Limits:** - Field application was carried out during the year (2020-2021) and the study was completed in 2021.
- **Objective Limits:** - is the relationship between the disorder of identity and the lack of self-awareness.

Select Definition of Research Terms

- **Contradiction of self-perception:** it means the contradiction or incompatibility between the ideas or beliefs of the individual and his characteristics and the components of his own concept (realism, idealism and duty), i.e. contradiction in the concept of self and self-orientations, which often result in negative emotional patterns, such as anxiety and depression.

The researcher knows the contradiction of self-perception procedurally: grades obtained by middle school teenagers.

- **Differential identity disorder:** - The American Psychological Association defines it as the separation of processes that are usually integrated, such as events, emotions and memories. It has been conceived as a response to trauma, as a neural network, as a survival

mechanism, and as a fragmentation of information processing, it is a common concept in the past is the dynamic psychological interpretation that separation is a defense mechanism that protects against unbearable anxiety, and as such is considered a relatively "immature" defense (Ahmed, 2003), schizophrenia is sometimes seen as a form of self-hypnosis. There is some evidence to support many of these explanations, the most useful definition of schizophrenia from a clinical perspective is probably that it is an experience of separation from oneself, from the world, from emotions, from memories, from others. (Ahmed, 2003)

A differential identity disorder occurs when an individual has two or more distinct personalities or identities. It was formerly known as multiple personality disorder.

A person with schizophrenic personality disorder (DID) often has a "key personality", which may be negative, approved, and depressed. Ibrahim, 2001.

Their alternative characters or "variables" may be different in age and gender and show different moods and preferences.

These alternative characters are believed to take turns in control. When the character is not under control, they separate or separate and may be unaware of what is happening. Ibrahim, 2001.

The effect of symptoms of schizophrenia personality disorder on a person's quality of life can vary depending on the number of changes they experience, their social status, and whether they have any other health conditions. Ibrahim, 2001.

Chapter 2: Theoretical Framework and Previous Studies

The concept of self strongly affects the conscious processing of information, automatically or implicitly, and this engine is the basis for many behaviors, such as stereotypical activities and involuntary behavior. Instead, one of the leading theoretical contributions to social psychology is the conviction that the concept of self plays an important role in addressing all cognitive processes, for example.

First, a theoretical framework on the disorder of differential identity

Everyone sometimes has minor problems that affect their memory, perceptions, identity and consciousness; for example, patients may rush to a place or something and then find that they don't remember what prompted them to do so. They may not remember because they are busy - personal anxiety, a radio show, a conversation with a passenger, or just daydreaming. These problems, known as natural disintegration, usually do not interfere with daily activities. (Kanawi, et al., 2001)

On the other hand, people with differential identity disorder can completely forget the activities that took place for

minutes, hours or sometimes much longer, they may also feel that they are missing time, in addition, they can feel separated (dissociation) from themselves - i.e. from their memories, perceptions, identity, thoughts, emotions, body and behavior. (Kanawi, et al., 2001); or feel separated from the world around them. As a result, their sense of identity, memory and consciousness is fragmented.

The unrest includes differential identity:

- Feeling separated from the soul or environment (personality dissipation disorder/alienation from reality)
- Inability to remember important personal information, usually due to trauma or stress (schizophrenic memory loss)
- Fragmented sense of identity and memory (schizophrenic identity disorder)

Differential identity disorders usually arise from stress or severe trauma. For example, patients may have been stressed or abused as a child. You may have experienced or witnessed traumatic events such as accidents or disasters; or face intolerable internal conflict, so that their minds try to separate incompatible or unacceptable information and feelings from conscious thinking. (Kanawi, et al., 2001)

Differential identity disorders are associated with trauma and stress disorders (severe stress disorder and PTSD) (Kanawi, et al., 2001) people with stress-related disorders may experience schizophrenic symptoms such as memory loss, flash memories, deafness, personality dissipation/alienation from reality.

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published by the American Psychiatric Association, identifies three main differential identity disorders:

- **Separatist amnesia:** - The main symptom is amnesia, which is more severe than natural oblivion and cannot be explained by any disease. The patient cannot remember information about himself or about events or people in his life, especially from the time he or she was traumatized, and separatist amnesia can be limited to events that occur at a specific point in time, such as: the inclusion of intense combat, or less commonly, completely amnesia. Sometimes this is a disruptive transition or a departure from the patient's life (schizophrenic shreds). A bout of amnesia usually occurs suddenly and can last for minutes, hours, rarely months or years.
- **Differential identity disorder:** - This disorder is formerly known as multiple personality disorder, and this disorder is characterized by the fact that the person moves between different identities. The patient may feel that two or more people are talking or living in their heads (Run, 2011), and may feel that they are under the influence of other identities. The patient's identity can

have a unique name, personal history and unique characteristics, including significant differences in sound, gender, behavioral patterns and physical qualifications, there are also differences in the level of familiarity between individual and other identities. People with maternal personality disorder usually suffer from separatist amnesia and schizophrenic lysis. (Run, 2011)

- The disorder of alienation from reality and the dissipation of personality: - this includes a constant or accidental feeling of separation or withdrawal from the soul - monitoring the patient's actions, feelings, thoughts and himself from a distance, as if watching a film (dissipation of character), (conducted, 2011) and other people and things around them can feel remote, blurry or imagined, and time can pass slowly or quickly, and the world may seem unrealistic (alienation from reality), the symptoms can continue, which can continue It can be painful, for only a few minutes or appear and disappear over several years.

Second, a theoretical framework on the contradictions of self-perception

The contradiction of self-perception indicates that there is no match between a person's beliefs about their current characteristics, the characteristics they wish to own, and the characteristics they believe they should be. With this in mind, Higgins (1987, Higgins) divides the contradiction of self-perception into two parts:

1. Contradiction of actual perception versus actual self-perception (ideal versus realistic).
2. Contradicting the actual perception of oneself as opposed to **talking about six images and situations that represent the self:**
 - True self: from the point of view of the same person (your).
 - True self: from the point of view of the other person (the other).
 - Ideal self: from the point of view of the same person (private)
 - Ideal self: from a person's point of view that compulsory self: from the point of view of the person himself (owning)

Compulsory self: from one person's point of view and the other person's (other) point of view.

The first two cases represent the so-called concept of that person's true self, while the other four represent self-guided criteria. (1987, Higgins)

Third, previous studies

Taylor Reeves & Taylor Study 2007

Study title: Identifying relationships between core beliefs and symptoms of personality disorders in a non-clinical sample.

Specific Relationships between Core Beliefs and Personality Disorders Symptoms in Non-Clinical Sample: -

The objective of the study: This study aimed to examine and study the relationship between the fundamental beliefs of early non-adaptive manuscripts and symptoms of personality disorders in a non-clinical sample, as well as to study differences depending on the gender variable on the metrics used in the study.

Study sample: The study sample was made up of (804) university students in Southeast America.

Study tools: The study tools included YSQ-SF intelligence consisting of (75) words measuring (15) early non-adaptive manuscripts, and personal disorder intelligence (+4-PDQ).

The most important results of the study: the results of the study showed a correlation between the manuscripts

Early non-adaptive and symptoms of personality disorders, where high associations were found between the symptoms of paranoid personality disorder and the manuscript of abuse, while symptoms of obsessive-compulsive personality disorder were associated with a manuscript of strict criteria and shame.

Dina Osama Dina Study (2017 Osama Dina)

While Dina Osama Dina's 2017 study focused on assessing risk and its association with mental disorders in a sample of adolescents with marginal personality disorders, the results of the study showed that there are many dangerous behaviors in addition to many mental disorders such as anger, otherwise Depression, anxiety, self-harm, self-destruction, mood disorders, stress disorders, eating disorders, thoughts and suicidal attempts, the results of the study showed that there was a relationship between borderline personality disorder and identity disorder in addition to the fact that these teenagers were They're usually looking at their condition.

Dr. Rasa Carlos et al. (1996 Carlose)

Dr. Rasa Carlos et al. (1996 Carlose) was entitled: Differences in personality disorders and their relationship to gender in adolescents receiving medical and psychological care. This study aimed to identify the gender differences in terms of the prevalence and frequency of acute personality disorders of the Statistical Diagnostic Manual of Mental Illness in a sample of adolescents (n = 138 divided into 76 males, 62 females aged 12:18), patients receiving treatment in middle-class mental health hospitals, and those of different ethnic origins. One of the most prominent findings of this study is that females They were more likely to develop marginal personality disorder than males, males were more likely to develop narcissistic personality disorder, and there were no statistically significant differences in age variables, ethnic origin, socio-economic status, history of mental

illness, and an estimate of the overall measurement of social functional performance.

Foreign studies on the applications of this theory are many, the most important of which are:

Strauman and Higgins (1988, Strauman and Higgins) conducted a study aimed at finding out the relationship between self-contradiction and depression and anxiety in 123 university students, using two measures of the symptom review list: the measure of anxiety symptoms and the measure of symptoms of depression.

While Higgins and Strauman II's study (1988, Strauman and Higgins) examined a sample of university students, the researchers found that the contradiction between a real/ideal self is more related to depression, while the contradiction between real self and due self is more related to social anxiety.

Strauman (1989) studied self-contradiction in patients with depression and social anxiety, using the Hamilton Depression and Anxiety Scale, the Social Anxiety Scale, and the Fizograph device to measure the response of the galvanic skin.

Comment on previous studies:

By extrapolating previous studies of the researcher in the field of research, it was found that most of them were foreign studies, particularly studies conducted by Higgins in order to prove the credibility of the theory of the relationship he developed between the contradictions of self-perception and the disorder of differential identity conditioned from the point of view of the individual himself, and the point of view of others and their relationship to depression and anxiety in their various forms, and these studies also used the measure of contradiction of self-perception, and their results largely agreed with Higgins's theory of the relationship between the contradiction of self-perception The researcher tried to examine this relationship in a sample of middle school teenagers.

Chapter 3: Research Methodology and Procedures

The nature of the study necessitated relying on the descriptive analytical approach, which relies on studying the phenomenon on the ground as it is and focusing on accurately describing it and expressing it quantitatively and qualitatively, and contributes to the classification and organization of information. To try to understand how this phenomenon relates to other phenomena, with a view to drawing conclusions that help identify them, about the association of contradictions of self-perception with differential identity disorder in middle school adolescents and some other variables such as gender (male and female).

Sample study

The sample of 30 middle school students in Iraq, Baghdad, for the academic year (2020-2021), was randomly selected from six schools, three of which were for students. The other three were for girls and were divided by gender and age variables, with an average age (11-20) years.

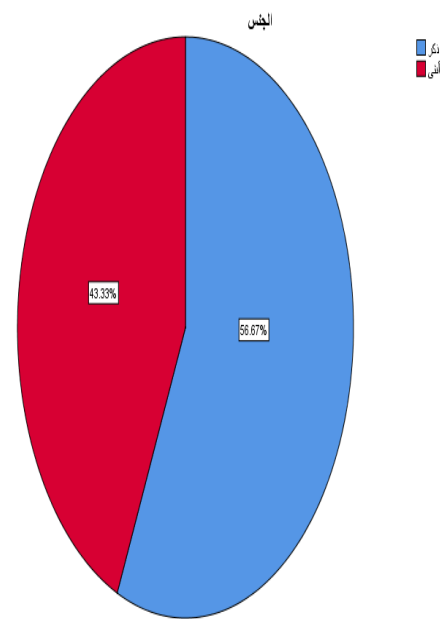
Table No. (1)

Distribution of study sample members by gender variable

Gender	Iteration	Percentage
Male	17	%56.7
Female	13	%43.3
Total	30	%100

Table 1 shows that the number of male adolescents in the sample was 17, with 56.7% of the sample, while the number of female adolescent girls was 13, with 43.3% of the sample, which means to the researcher that the response rate is higher than that of the male sample, and the response was rapid for them, and the following are both genders in the study sample represented by the circular sectors represented by the form (1).

Form 1: Distribution of study sample members by gender variable



Second: Distribution of study sample members by age variable

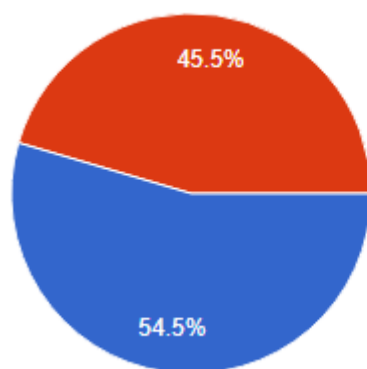
Table #2

Distribution of study sample members by age variable

Age	Iteration	Percentage
15-11	16	%54.5
20-16	14	%45.5
Total	30	%100

Table 2 shows that the number of adolescents aged 11-15 in the sample was 16, with 54.5% of the sample, while the number of adolescents aged 16-20 was 14, 45.5%.

The majority of the age group falls from 11-15 out of the 16 group, giving the impression that differential identity disorder is affected by this age group, and the following is the clarification of the age variable in the study sample represented by the circular sectors represented by form 2.



Study Tools

The researcher prepared the study tool by taking advantage of previous researches and studies, so that he collected a lot of information and paragraphs collected and confirmed its appropriateness and validity for our topic that was put forward, and after presenting it to the arbitrators the researcher took out the questionnaire attached in annex page 65, which was distributed to the teenagers of preparatory students and adopted as a tool for study and was in its final form included 20 questions distributed in two axes.

Description of the tool in its final form

The study tool consisted of two parts, the first represented by the demographic information of students, which was represented by independent variables such as gender, age, and the second part consisted of paragraphs consisting of 20 questions divided into two axes, arranged according to previous studies and theories and all paragraphs were formulated in a positive direction, so that the high answer indicated a high degree of measured characteristic, according to the step of the pentagram, and the axes were distributed as follows :

1. The first axis: differential identity disorder, represented by paragraphs 1-10
2. Axis II: Contradictions of self-perception, represented by paragraphs 11-20

Tool Arbitration

1. After briefing the researcher on the theoretical literature and previous studies related to the subject of the study and the observations taken from the arbitrators and their opinions, the focus was on the components of this tool and the researcher was able to put the tool in its final form.

2. After the preparation of the tool was completed, it was presented to three professors to judge the suitability of the tool, add some language modifications to the tool and improve its format.

3. After taking approval, the researcher applied the tool to a pilot sample of adolescent students to make sure that they are easily understood and answered correctly and clearly, and the students showed a response by applying the tool and understanding it well for its paragraphs.

Authenticity of the tool

- Virtual honesty: The researcher verified the authenticity of this tool in a way of virtual honesty by presenting it to a committee of arbitrators, and asked them to express their opinions and observation of the paragraphs of the tool in terms of the fit of paragraphs with the axes, and they added, deleted and modified some language errors, and then became ready for application in the number of paragraphs 20.

Construction Sincerity

After applying the tool to the experimental research sample and using the SPSS method of statistics, the researcher extracted the sincerity of the construction of a tool, by calculating the correlation coefficients between each axis and the overall degree of the tool, hence the researcher deleted paragraphs whose transactions were low and adjusted the paragraphs necessary to build the tool, so that the researcher relied on paragraphs with a coefficient of 0.1 and above, and this correlation factor is considered appropriate, and the tool settled after finding the sincerity of the construction on (20) paragraphs, and the following The correlation factor between each axis and the overall score of the tool, as shown in table 3.

Table 3

The correlation factor between each axis and the overall score of the tool

The hub	The degree of correlation between each axis and the total score of the scale according to the Pearson equation
Axis i: dissociative identity disorder	1.358
The second axis: the contradictions of self-perception	.522

It is clear from the previous table that there is a statistically significant correlation between each axis and the overall score at the indication level ($=p0.05$)

Scale Stability

The researcher accounted for the methods of stability in the following ways:

Measuring stability by calculating internal consistency in the Kronbach Alpha method and the scale stability factor as a whole in the Kronbach Alpha method (0.798) indicates that it is a strong stability factor and table 4 shows this.

Table 4

Search Procedures

1. To answer search questions and validate his duties, the following procedures have been followed.
2. The researcher has been briefed on theoretical literature and previous studies on the subject of the study.
3. The researcher followed the official procedures and obtained permission to distribute the questionnaires.
4. Apply the tool to measure the relationship between differential identity disorder and the contradictions of self-perception among adolescents in preparatory schools in Iraq-Baghdad.
5. Data collection and analysis of the tool to measure the relationship between differential identity disorder and contradictions of self-perception among adolescents in preparatory schools in Iraq-Baghdad.
6. Tab the results for interpretation and discussion.
7. Develop proposals and recommendations in the light of the results.

Research Design and Statistical Processing

Statistical Analysis Method

The researcher used the following statistical treatments using the SPSS statistical software

(Statistical Package for Social Science):

1. Calculate numbers, repeating, and percentages of the description of the characteristics of the study sample members by variables.

2. Calculating computational circles and standard deviations.
3. Test "T" for independent samples to calculate the significance of differences between the computational circles of the two sets of gender variables to answer the question related to this.
4. One way a nova test to calculate the differences between the computational circles of age variable groups to answer the question.

The method of calculating stability	Stability
Cronbach's alpha coefficient	798

5. Link transactions for the purposes of calculating honesty and stability.
6. Alpha Kronbach equation to measure the stability of the instrument.

View and analyze data

1. This study aimed to clarify the relationship between differential identity disorder and the contradictions of self-awareness among adolescents in hostile schools in Iraq-Baghdad, and aimed to clarify the impact of certain variables such as (age, Gender) on the subject of research.

The results will be presented, discussed in detail and answered to the study questions.

Study Results and Discussion

This section includes a presentation of the findings of the study and the researcher has done some appropriate statistical analyses in order to answer the questions of the study in accordance with the responses of the members of the study community and the researcher discussed and interpreted the results of the field study in the light of the theoretical frameworks of the study and linked it to the results of the previous study as follows:

Results of the vulnerability of each axis

- **The first axis: differential identity disorder**

Table 5

vertebrae	SMA	standard deviation	Extent of Improvement
What is the level of dissociative identity disorder in middle school adolescents?	4.4667	.57135	Significantly improved
Is it possible to predict the symptoms of dissociative identity disorder in middle school adolescents?	4.4333	.56832	Significantly improved
What is the prevalence level of dissociative identity disorder symptoms taken in the study among middle school adolescents?	4.3667	.49013	Significantly improved
What is the relationship between dissociative identity disorder and suicidal thoughts among middle school students?	4.3667	.55605	Significantly improved
Does dissociative identity disorder in the study sample affect their level of therapeutic response?	4.3000	.4609	Significantly improved

From the previous table, we see the weighted calculation circles that indicate the extent to which each of the tasks referred to in the paragraphs, which resulted from personality disorder in general, improved significantly for all the tasks in the previous table on differential identity disorder, as well as the standard deviations of low values that indicate the similarity and convergence of opinions and views of adolescents, which confirm the role and importance of knowing the symptoms and the most important methods of

treatment where the middle was The calculation of the axis in general is 3.5133, which is a high average and reflects a significant improvement and the standard deviation was 5303. This indicates a convergence of views among adolescents.

- **Axis II: Contradictions of Self-Perception**

Table (6)

vertebrae	SMA	standard deviation	Extent of Improvement
What is the level of self-awareness (realism, idealism, and duty) for preparatory stage adolescents?	4.3333	.54667	Significantly improved
What are the contradictions of self-perception (realistic/ideal/realistic/duty) among preparatory stage adolescents?	4.5000	.50855	Significantly improved
Are the preparatory stage adolescents in the province of Baghdad not characterized by the contradiction of self-perception?	4.4000	.62146	Significantly improved
Is the appropriate climate provided for middle school adolescents in order to improve their self-ability?	4.2667	.52083	Significantly improved
Are psychological counseling programs paid attention to in Baghdad governorate schools?	4.2333	.43018	Significantly improved

From the previous table, we see the balanced calculation circles that indicate the extent to which each of the tasks referred to in the paragraphs, which resulted from psychological attention to improved psychological susceptibility of students in general, shows us, where the results indicated a significant improvement to all the tasks contained in the previous table concerning contradictions of self-awareness, as well as the standard deviations with low values, which indicate the similarity and convergence of opinions and views of adolescents, which confirm the role and importance of the application of psychological guidance. In the case of subjective contradictions, the computational average of the axis was generally 4.3466, which is a high average and reflects a significant improvement and the standard deviation was 5255. This indicates a convergence of views among adolescents.

To answer the question of statistically significant differences at the level of significance (0.05) of adolescent responses and opinions attributable to demographic variables:

1. **There are statistically significant differences at the level of significance (0.05) for adolescent responses and opinions attributable to the type.**

To answer the question in detail, the researcher conducted a test (t) of the independent samples of the total responses to the tool and to each of the instrument's axes.

The results of responses to the total number of findings on the tool and each of the instrument's axes were as follows:

Table (9)

Computational circles and standard deviations of study sample responses by gender variable

the Axis	Gender	The Number	Arithmetic Mean	Standard Deviation
The first Axis: Dissociative Identity Disorder	Male	17	.3893	.22690
	Female	13	.4747	.23629
The second axis: the contradictions of self-perception	Male	17	4.1765	.27279
	Female	13	4.5692	.21364

The previous table shows apparent differences between the calculation circles of the total and the axes and to see the significance of the differences, the "T" test was conducted for independent samples and the results were as follows:

T-test results for differences between average responses of study sample members according to gender change

Axes	The difference between the two means	T value	degrees of freedom	Indication level
The first axis: differential identity disorder	1.5032	1578	28	.894
Axis II: Contradictions of Self-Perception	96276.	4.852	28	.570

It is clear from the previous table that the differences between the mathematical averages of adolescent responses to the total tool by type variable, and were not statistically significant as the value calculated was greater than (0.05), which means that there are no statistically significant differences between the average males and females in general and they were for all axes, which indicates that there are no differences in views between males and females in answering the axes.

1. There are statistically significant differences at the level of significance (0.05) of adolescent responses and opinions attributable to age.

To answer the question in detail, the researcher analyzed the monogamy of the total responses to the instrument and each of the instrument's axes, and the results of the responses to the total of the findings on the tool were as follows:

Table (11)

Computational circles and standard deviations of study sample responses by age variable

Age	The Number	SMA	Standard Deviation
11-15	16	1.4286	.53452
16-20	14	1.5000	.52705
Total	30	1.4333	50401.

From the previous table, we see apparent differences between the computational circles of the total and the axes, and to see the significance of these differences, the mono contrast

analysis test was conducted and the results were as follows in table 12:

Results of ANOVA analysis of differences between average responses of study sample members according to age variable

Contrast Source	Sum of Squares	Degrees of Freedom	Mean Squares	F	Indication
Between Groups	.049	1	.049	.073	.789
Within Groups	18.751	28	.670		
Total	18.800	29	Mean Squares		

It is clear from the previous table that the differences between the mathematical averages of adolescent responses to the total tool by age variable were not statistically significant, as the calculated "P" value (073.) was lower than the scheduled value of these differences (789.) and is less than (0.05), which means that there is a statistically significant difference between the average responses of adolescents of different ages, indicating that differential identity disorder did not have the same effect on adolescents of different ages.

Study Recommendations and Suggestions

Based on the results of the study, the following can be suggested:

- 1- Develop treatment programs based on the cognitive trend to treat personality disorders, including dissociative identity disorder.
- 2- Developing treatment programs based on sensory therapy to treat dissociative identity disorders.
- 3- Developing guidance programs for school students to rid them of negative and false thoughts.
- 4- Develop guidance programs for school students to liberate them from self-perception contradictions, especially for males.

- 5- Holding seminars and workshops to discuss the problems of adolescents in schools with regard to their goals in life, identifying their future ideas and focusing on the goals in life, as well as on the cognitive side where mistakes are made and discussed with him.
- 6- Take advantage of the list of cognitive distortions in the field of psychological diagnosis by counselors and therapists about the cognitive distortions of people who come to them for psychological help and help them get rid of them by talking to them.
- 7- Benefit from examining the meaning of personal life by those working in the field of assistance in self-perception contradictions for people who come to them with the aim of obtaining formal psychological assistance for psychological identification, and helping them to become positive and develop goals and meanings in their lives.
- 8- Using the personality disorder test in the field of psychiatric diagnosis by therapists and psychiatrists to

diagnose dissociative identity disorders in their patients and to provide them with appropriate treatment

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- ✚ Supplements

Study: Dissociative identity disorder and its relationship to self-perception contradictions


We are pleased to present to you this questionnaire, which was designed to collect the necessary information for the study that we are preparing, entitled "Dissociative Identity Disorder and its Relationship to Contradictions in Self-Awareness in Adolescents".

We hope that you will be kind enough to answer the questions of the questionnaire carefully after reading each of the phrases contained therein, carefully reading and then placing the check mark in the box that expresses your approval of it. All your answers will be used for scientific research purposes only, and we pledge their confidentiality:

Section One:

1. Age?

✚ 11-15

 16-20

 Male

 Female

2. Gender?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
						A-Dissociative identity disorder
						I cannot make decisions without the support or advice of others.
						I always feel like I'm out of the groups
						I usually watch for the ulterior motives of others
						I feel that if I revealed myself to others and they knew me well, I would be completely unacceptable.
						I predict negative things in my life as if I had a magic ball
						Draw conclusions without carefully reviewing the necessary details
						I blame myself when I do bad things
						I think other people see the negative side of me without me asking them
						There are so many things I have to do in my life
						Underestimate my accomplishments

Section Three: Statements of Contradictions in Self-Awareness

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
						When she makes a new law at school, or at home, I think she's bored because of something I did
						I usually imagine the dire consequences of my mistakes

						I need a lot of compliments to feel good about myself
						In my mind things are either black or white, there is no gray area
						People say nice things to me just because they're something from me, or because they're trying to praise me
						I often find that I need positive feedback from others to feel comfortable
						Describe myself in negative terms
						I hold myself responsible and blame myself for things
						Positive things are of no value in my life at all
						When something negative happens to me, it's definitely a terrible thing