

THE EFFECT OF A COGNITIVE TRAINING PROGRAM TO DEVELOP THE BALANCED WISDOM OF THE CITY GUIDES OF KARBALA

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Introduction:

God Almighty created man on this earth to populate it, and provided him with data through which he can preserve the survival of his kind and his orientations, and the continuity of life according to laws, until he distinguished him from other creatures, that he endowed him with the master mind that makes him able to distinguish between goodness And evil, and differentiating between different things, so that he is able to manage his life affairs in a way that achieves his goals that he seeks wisely.

Hence the subject of wisdom in decision-making in general is one of the most important necessities and the most influential in the course of individuals and life in a broader way, and its necessity stems from its connection to the daily behavior of a person or his family life or in any field of human activity, including professionalism. Wisdom requires that it be based on facts and wise expectations for the future that are not related to the present. And losing it becomes a different matter.

It is noted that some people lack wisdom, not only from a late time, but also during the early years of puberty to maturity, cognitive complexity, and abstract thinking skills necessary to perform conscious actions and make rational decisions, even in tasks that require high wisdom from them. This limits the ability to act for a number of factors. Represented in the cognitive, personal, affective, social, ethical and professional factors and factors related to experience, and this confirms that wisdom is a complex and multidimensional component, subject to development, and increases with age, and this indicates the influence of the environment, education and education on the level of wisdom (Rida 2005: 222-204)

The world today - including our country, Iraq, has entered into great challenges and dangerous turns, and in various different fields of life, including educational and vocational ones, as the field of education is the basic building block for building an integrated society capable of overcoming crises, and there must be balanced wisdom so that humanity can verify decisions The right way to solve crises and confront calamities, both general and educational and counseling in particular.

First: Research Problem

The interest in the research as a research necessity came from the fact that the educational guide is the main pole on which the educational process is based in solving the problems that occur to students and others. At a time when the educational and educational counseling reality together

has become clear today that our country, Iraq, has begun to suffer from educational educational outputs that are not at the required level, and that one of the most important reasons for this problem is the personality of the educational counselor and the weakness in his spiritual vigilance and creative skills and how to invest them and wise balanced decisions. . This was confirmed by the results of the study (Wafaa Abdel-Gawad 2015) on the importance of the workers in the teaching profession enjoying wise behavior, the ability to solve problems and develop various alternatives and solutions for them, and the enjoyment of a high degree of communication skills. And making wise decisions, which requires a balance between the goals of the individual and the goals of others, and the general goals of society. (Abdul-Jawad 77: 2015)

. Therefore, the research problem is crystallized in the following question:

- Does the educational counselor in Iraqi schools enjoy balanced wisdom in solving problems?

And is the evolutionary program in balanced wisdom that the researcher will prepare commensurate with creating the ability to deal with problems that require a balance in the necessary solutions? Persuasive language of communication? And wise decisions that are accepted by the student, the institution, and society alike?

Second: Importance of Research

Ibn Sina's wisdom was divided into an abstract theoretical section and a practical section. As for the purpose of the theoretical section, it is the attainment of certain belief in the state of beings whose existence is not related to human action, and it is intended to obtain an opinion only, such as the knowledge of the body. As for the scientific section, it is intended to obtain an opinion for the sake of action such as the science of ethics, so the theoretical goal is truth, and the practical goal is goodness (Ibn Sina: 104-105).

As for the importance of recognizing the impact of the gender variable on the development of wisdom, this matter has gained great attention in the empirical literature of wisdom, as Clayton & Birren (1980) indicated that they did not find a statistically significant effect of gender in balancing the continuum of wisdom traits. For their research samples (Clayton & Birren, 1980:113).

Through the foregoing, the researcher shows the theoretical and practical importance of the research, as follows:

The scarcity of local and Arab studies that dealt with the subject of wisdom, especially with regard to extension programs, except for what is related to its development and the counselors in particular, to the extent of the knowledge and knowledge of the researcher.

The importance of the current research in preparing a counseling psychological program to develop the wisdom of dealing with the other.

The importance of the scientific direction of educational counselors in public and private schools, which is being researched.

It is possible to benefit from the results of this current research in the field of mental or educational development and counseling together; In the field of development, the wise counseling side with a developmental psychological vision.

Third: Research goals

The current research goal is as follows:

Exposing the impact of a cognitive training program to develop balanced wisdom among male and female counselors of the holy city of Karbala in secondary schools.

Fourth: Hypotheses of the Research - There are statistically significant differences at the level (0.05α) between the mean scores of the experimental and control groups in the pre and post test of the balanced wisdom of the male and female guides of the holy city of Karbala.

Fourth: Limitation Research The current research is determined by the following limits:

Objective limitation: It includes the current research variables in verifying the measure of balanced wisdom and the effectiveness of a cognitive training program.

The human limit: The research is limited to a sample of male and female mentors, who were classified as (male - female).

Spatial limitation: the research was limited to male and female counselors working in the Karbala Education Directorate, Karbala Preparatory School for Boys.

Benchmark: The researcher will use the measurement and application of the program in the field format

Time limit: for the academic year (2022-2023 AD) (1444-1445 AH)

Fifth: Definition of the Terms

Theoretical definitions represent the definition of the concepts of the research, which is one of the important stages in any of the studies. Therefore, the researcher will determine the theoretical and procedural definitions () of the research variables. And as follows:

First: the concept of wisdom

Defined by the Oxford English dictionary 1989 as:

The ability to judge correctly in matters related to life and behavior, and sound judgment when choosing methods to achieve goals. (Oxford English dictionary 1989:223)

Define: Ardelt (2008 Ardelt) as:

Personal characteristics that consist of the interaction of perceptual, reflective and emotional elements and are reflected in the quality of the individual's personality and development (Ardelt 2008: 98)

Defined: Sternberg (2009) as:

The use of the individual's knowledge, intelligence, and ability to innovate in order to achieve the common good, and this is done by achieving a balance between the individual's personal benefit and the benefit of others and society as a whole, by adopting moral values in the short and long term. It is defined procedurally by the grades obtained by the student in the Wisdom Scale, which includes two dimensions: reflection and dialogue.

Balanced wisdom

The researcher did not find an integrated definition of the concept of balanced wisdom except through the two definitions of Sternberg, so the researcher shows them in the following:

Defined by: Sternberg (2010) in another definition, that it is the application of intelligence and creativity - mediated by values - in order to achieve a public benefit by balancing personal, interpersonal, and extrapersonal interests over the short and long term in order to achieve a balance between adapting to the existing environment. and its formation as well as the selection of a new environment (Sternberg 2010:262)

On this basis, the researcher determined the following theoretical and procedural definition:

Theoretical definition: The researcher adopted the definition of Sternberg 2010 because it is in line with the theoretical aspects of the current research.

Procedural definition: the total score obtained by the educational counselor when answering the paragraphs of the balanced wisdom scale that the researcher will build for the purposes of the current research.

Training Program

Define it: Nawfal (2014) as:

A group of planned, organized, and time-programmed educational and learning meetings that include a series of educational-learning strategies, which aim to develop specific skills on their own according to the theoretical basis on which the program was based (Nofal 2014:66)

The applied basis of the training program:

Applied basis for the Training Program

The researcher devised the philosophy and topics of the sessions for the program according to Frankl's theory of training and the sense of existential (spiritual) meaning, as it focuses on meaning, discovering the meaning of life, achieving the individuality of the beneficiary, and becoming more responsible for his life, and is based on the foundations of feeling the existential meaning, through three concepts, namely:

- Freedom of will Freedom

The will to meaning.

Meaning in life (Nabil Muhammad 2014, 176)

The educational counselor

O explained it: (Zahran 1997) that:

He is the student of psychology at the university level (College of Arts, College of Education), where he is provided with a scientific base that includes general psychology and its fields, and he specializes professionally in the framework of education (Zahran 1997:41)

Theoretical framework

Kind of wise

After them, philosophers, moralists, and psychologists divide wisdom into two types: theoretical wisdom and practical and field wisdom. The first refers to existence and what is, or knowledge of the states of things as they are or as they will be. happened by looking. While wisdom is of a second type that refers to what should and should. Practical wisdom is intended to identify the voluntary actions of human beings (Baalbaki 2008: 200-214), how and in what way to identify them, the good and required of them, and the bad and blameworthy. It is the knowledge of what leads to reforming the life and the resurrection, and knowledge of matters that have a direct bearing on work, such as medicine, arithmetic, and engineering. (Levenson2009:45-59).

Psychological theoretical trends and models that explain the concept of wisdom

The researcher shows the most important psychological theoretical approaches that explained the concept of wisdom as practical wisdom, which are as follows:

First: Theoretical orientations (implicit - explicit)

The implicit theoretical orientations of wisdom are based on their connection with the common intuitions of ordinary people about wisdom, and collective wisdom is known (it represents a level of knowledge of wisdom, which cannot be reached through a single individual, but we can obtain it through a group that has experience in life, and this Theory is a form of tacit wisdom that is not based on scientific methodology, as indicated by Ainsworth (2010).At the same time, Clayton (2016) conducted her study, which took the opinion of many people about what practical wisdom means, and concluded that the wise behaviors that People should imitate them, as they are:

Understanding, Intuition, Experience, Diemen, Customary, Intelligence, Humor, The Spirit of Serenity

Emotional reincarnation

As it turns out, implicit descriptions of wisdom are a product of cultural history and social influence. There is an old saying that proves this: that cultural memory is a main tool of wisdom,

and individuals take this productive culture to define the concept of wisdom. (Atlee 2003:17) Explicit theoretical approaches to wisdom also house behavioral manifestations that overlap with cognitive-oriented psychological theories, such as Erikson's personality theory and Piaget's cognitive development theory, which emphasize the application of pragmatic knowledge in pursuit of exceptional human performance. In Piaget's book *On Cognitive Development*, he describes the different types of thinking that occur during childhood and adulthood.

Riegel believes (1973 Riegel) that Piaget's work is a form of dialectical functional thinking that contributes to the formation of wisdom, that is, the logical argument in the pursuit of knowing the truth or reality, which is related to the reflective thinking of wisdom. This leads to a balance between information and truth that grows in the historical and cultural context.

Sternberg's benefited from these trends to form the concept of psychological practical wisdom that includes judgment when there are no competing interests or concerns that draw a clear decision (Al-Asimi 2015: 29). The second group represents explicit psychological theories, which include four dimensions in terms of acquisition, use, lifestyle and performance, namely:

1) Exceptional knowledge about acquiring wisdom, including:

- Understands the nature of human existence.
- He tries to learn from his own mistakes.

2) Exceptional knowledge (about the use of wisdom, including:

- Knows when to give or withhold advice.
- The person who asked for advice on a problem.

3) Exceptional knowledge about life, including:

- Knows that life priorities may change during life.
- Distinguish potential conflicts between different areas of life.

4) Exceptional Personality and Social Performance

- Not a good listener.
- He is an extraordinarily humane person (Baltes & Smith: 1201990).

Described in Figure (1), these theories aim to focus on cognitive and behavioral expressions of wisdom and the processes involved in joining knowledge with behavior. The main goal of such theories is to develop theoretical models of wisdom that allow the experimental approach to obtain quantitative data for the activation of wisdom in relation to other relevant variables, as well as to derive hypotheses that can be tested experimentally, for example, predicting behavioral expressions of wisdom.

The Balance Theory of Wisdom

Sternberg has taken a new direction in the interpretation of intelligence. In his march towards further interpretation of intelligence and concepts related to mental abilities, Sternberg proposed a theory about balance in wisdom, which formed an addition to his renewed and constructive vision.

About intelligence (Al-Jassim 2010: 231). Sternberg believes that wisdom means the implicit application of knowledge to realize the truth or reality, through the use of five criteria that characterize wisdom: the first and second criteria refer to factual knowledge, and procedural knowledge. They require experience and performance. It includes the other three criteria of wisdom (life, relative, and life span) and these criteria require practical intelligence underlying tacit knowledge (Al-Asimi 2015: 30).

Also, the balance theory considers that successful intelligence and creativity are the basis of the intelligence of wisdom. Successful intelligence and creativity are two necessary conditions, although they are not sufficient for wisdom.

When successful intelligence and creativity are applied, values mediate them in order to achieve public benefit by balancing between (1) personal interests. (2) between personal interests. (3) Outside the personality, through the short and long term in order to achieve a balance between, (a) adapting to the existing environment, (b) shaping it, (c) choosing a new environment, (Sternberg 2003:262)

Sternberg points out seven sources of differences that directly affect the equilibrium processes, which are as follows:

1. Coals: People differ on the basis of the extent to which they seek the common good and therefore the extent to which they aim as the common good.
2. Balancing Of Interests (People balance interests in multiple ways.

Balancing Responses To Environmental Contexts People differ in balancing responses to environmental contexts, and responses are always reflected in the interaction of the individual who issues judgment with the environment, and people can interact with contexts in countless different ways.

Balancing of Short and Long Terms

People differ in building and constructing their interests.

3. Acquisition Of Tacit Knowledge: People differ in the extent of their acquisition of tacit knowledge. Interests, responses, and values may vary to some extent through space and time.
4. Utilization of Tacit Knowledge: People differ in how to benefit from the tacit knowledge they have obtained and how good and complete it is.

5. Values: People have different values that mediate their benefit from creativity and intelligence in balancing individuals within a specific cultural context (267: Sternberg 2010).

Brown's model of wisdom

In this model presented by Brown, wisdom is defined as a system of knowledge that requires and reflects the integration of reason, virtue, character, and intellect. From this point of view, wisdom is the knowledge system of the expert and a pragmatic function of life. (Al Dahim 22:2016) The basic pragmatism of life refers to knowledge about important and uncertain dimensions of life meaning and behavior, such as life planning, life management, and life outlook. Wisdom also raises fundamental questions of the meaning and function of life. Brown also added some of the components of wisdom, namely: self-knowledge, understanding of others, the ability to be wise, understanding of life, life skills, and willingness to learn, which means a person's continuous interest in learning and knowledge, and that wisdom develops through learning in life. (Brown) (Green, 2006:1-17). Self-knowledge means that the wise man knows himself well, knows his interests, his strengths and weaknesses, his values, and the ability to distinguish between self-knowledge by the original and fixed personality in a variety of contexts. , inner fulfillment, success, and contentment with regard to his goals (Al Duham 23:2016). Understanding of others describes a person's deep understanding of a wide variety of people in different contexts, knowledge of the truth about others (attention and empathy), the ability to include them and a willingness to help them, and the possession of advanced communication skills that enable an individual to express their ideas in a way that is meaningful to the person. The Other Life Knowledge: (Life Knowledge) is characterized by the ability to understand the central issue, to find one's way, and to understand questionable facts and issues about life. While life skills include: (Life Skills) the ability to effectively manage a person's multiple roles and responsibilities in daily life, it also means practical competence and the ability to understand the system and anticipate problems, and use appropriate strategies to deal with multiple contexts in life. (Al-Asmi 2015: 32) .

The Berlin Paradigm of Wisdom: The Berlin Paradigm

Wisdom as experience, in the basic pragmatic (operational) models of life that seek to prevent possible misunderstanding, by referring to analogy in order to give a clear conception of wisdom as a cultural-theoretical construct rather than an empirically verifiable method

(Al-Dasouki 140: 2016)

Accordingly, there are three factors that are the rule and the basis in their relationship to wisdom:

- Personal factors: These include mental health, cognitive style, creativity, and openness to experience.
- Factors specific to all experiences: the counselor's experience of dealing with life issues, reasoning, and motivational behaviours.

Auxiliary experimental contexts: (age, education, profession, and culture).

- The development of wisdom requires a wide combination of factors, which are not knowledge related to experience only, but knowledge that can be applied in aspects of practical life, as means of planning, managing and understanding life. (: 1201990 Baltes & Smith).

- Caroline Bassett's model of wisdom: Caroline Bassett developed a model of wisdom through which wisdom can be taught, which we will present in a later paragraph - where she believes that wisdom should be understood as a developmental process and transformative learning that can create deep structural transformation In the basic premises of thought, feelings, and actions... a shift in consciousness that dramatically changes our way of life, and becomes an enhancement.

Ardelt model (1994 Ardel)

Monica Ardel began her research to study wisdom from a psychological perspective from 1994 to 2005, based on the point of view of Clayton & Birren (1980, Clayton & Birren). Ardel (2004) presented her three-dimensional theory of wisdom, where she showed the importance of the availability of cognitive, affective, and contemplative characteristics in order for a person to be wise, and in order to achieve this, he must think reflectively by looking at phenomena and events from multiple angles to reach a great degree of self-awareness and clairvoyance, and this leads to A person's low self-centeredness and an increase in his insight into the reality of things, including his own motives and the motives of others; Hence, it allows for the emergence of the emotional dimension, which is represented in positive feelings towards others, sympathy with them, and helping them. Personality. (Ardelt 2009:2-9)

Discuss theories and models

Wisdom in the Berlin model is the ways and means of planning and understanding life by means of action experience

According to Palthes, this experience requires people to (know what?), i.e. having information about human nature and individual differences. While Eriksen asserted that wisdom is gained through resolving daily crises, either (Young) with his interest in family issues assumed that wisdom develops through resolving psychological conflicts related to separation On the family unit. It assumes that wisdom is a developmental accumulation of experiences that accumulate at the end of the life of individuals. On the basis of that, the theory is not coherent in the scientific sense.

As for the Pasquale-Leon theory, it assumes that wisdom emerges from the womb of the struggle that takes place between self-schemas and the forms or models of treatment, so that the directive of the schemes comes to settle the issue and all of that revolves around the dominance of the true self, and this proposition, albeit beautiful in the field of theorizing

training programme

The concept of the training program, according to the dictionary of psychology and education, is a training program, an organized plan to train a group of individuals to master a specific skill, and the plan includes directives for organizing the management of the program (Maher, 1998).

Training: A continuous process during the life of the individual, starting from his birth and continuing until the end of his life, according to his needs as an individual and his needs as a member of society, to advanced training methods and means. (2011: 23) The importance of training can be summarized as follows:

- A positive modification process with special directions that deals with the individual's behavior from a professional or functional point of view, because he acquires the knowledge and experience that the individual needs.

- Collecting the information that the individual lacks.

- Training fulfills the conditions required for mastery of work and the emergence of efficiency with speed.

- Using modern technology.

- Complementing the role of universities and schools, education provides the foundation that can be launched in the development of society, while training includes developing the skills and information of individuals and groups in cooperation and communication and establishing supportive human relations.

Better job performance (Zuwelf 1994:120)

- Increasing efficiency (Salim 1990: 222-223)

Training aids and tools

It is a set of means and equipment that are used to facilitate the training process and that training aids play an active role in the success of the training process and how to transfer information and knowledge

For the participants in the training program. There are (5) situations that require the use of training aids and aids: To draw the attention of the trainees.

- When the information is complex and difficult.

- When it is necessary to remember the information.

- To summarize a number of points.

- When words give different meanings.

Where the training aids and aids work to attract the attention of the participants and increase their interest, and increase the readiness for training when the participants see these aids in front of

them. It also facilitates the process of realizing the meanings through the embodiment of ideas by means of tangible illustrations that help in the formation of visual images in the mind, and lead to the consolidation of what the trainee has learned, unlike verbal learning only without the use of training aids (2011: 195-193) There are many types of training aids and aids, which are as follows :

Publications, including: posters, books, reports, photos, and working papers.

- Blackboards, including: chalky, paper, white, adhesive.

Displayed, including: video tapes, computers, transparencies, slides, information display devices (projectors, movie tapes, video CDs, DVDs and display screens, vertical image projectors). (Al-Fadhli 2004: 163)

Training calendar

This is a strategy that many organizations lack not only on training but on defining the strategic path for the human resource development function as a whole. There are a number of approaches to the training calendar as follows:

Kirk Patrick's Entrance (1959)

The most common and widespread approach in the field of classification of evaluation fields, Donald Turk Patrick presented an intellectual framework that can be relied upon as a basis for determining the nature of the information needed to be collected in preparation for the evaluation process, and through it he identified four main levels for each of which he mentioned a question that needs evaluation, and that was as follows: (Yaghi 295 :2010)

Reaction level: Were the participants happy with the program? Did the participants learn from the programme?

Education Laming Did the participants learn from the programme?

Behavior: Did the participants adjust their behavior according to what they learned?

Results Did their behavior modification affect positively the results of their work? (Patrick 1976: 120)

Entrance Two: Parker's Entrance (1973)

Treadway-Parker divided calendar information into four main types:

1. Job Performance

2. Group Performance

3 Participant Satisfaction

.4. Participant Information

The third entry: Sayro 1970 entry

They are the first letters of the four words that represent the levels of evaluation given by Peterdow, Neil Rackham, Michael Bird and the levels are:

- 1- context evaluation
- 2- Input Evaluation
- 3- Evaluation reaction
- 4- Outcome Evaluation (Ali Bin Ahmed 312:2018)

Evaluation of the impact of training It is not enough that the training takes place in workshops, but the training must be tracked within the training field. Here, measurement tools can be used such as questionnaires or practical observation, visits by chiefs or supervisors, or through the results of the trainees' achievement before and after training, or through conducting interviews and school records Methods Evaluation of the impact of training and evaluation methods can be used to evaluate all elements of the program. The most important of these methods are observation, tests, interview, field visits, referendum, self-evaluation, records, reports and measurement tools. (Barlow, Durand 2001:455)

Principles for teaching wisdom derived from the balancing theory of wisdom

- 1- Explore with the students the idea that traditional abilities and achievements are not sufficient for a fulfilling life. Many people become caught in the trap of their lives, and despite the feeling that they are traditionally successful, they feel that their lives lack fulfillment. Spacious homes and so on.
2. Show how wisdom is crucial to a fulfilling life, and in the long run wise decisions benefit people in ways that foolish decisions never do.
- 3- Teach students the feasibility of mutual accreditation; The high tide raises all ships, while the low tide can sink them.
- 4- Study the wisdom of the role model (role model) because what you do is more important than what you say. Wisdom depends on action, and wise actions need clarification.
- 5- Make the students read about judgments and making wise decisions so that they understand that there are such means of judgment and decision-making.
- 6- Help students to identify their interests, the interests of others, and the interests of institutions.
- 7- Help students balance their interests, the interests of others, and the interests of institutions.
- 8- Teach the students that the “means” by which the goal is achieved is important and not the end alone.

9- Help students learn the lights of adaptation, formation, selection, and how to balance them. Wise judgments depend in part on selection among these environmental responses.

10- Encourage the students to form, criticize and integrate their values in their thinking. (Sternberg2010:280)

The researcher adopted the theory of treatment in the spiritual (existential) sense of Viktor Frankl for the following reasons:

□ Guidance by meaning focuses on discovering life, realizing the individuality of the guide, becoming more responsible for his life, and helping him to establish the direction in life and the will for meaning. (Mawad 1998: 330)

- According to Freud, happiness is the depth of human motives, while Adler assumed it in strength, while according to Frankl in the spiritual meaning (Al-Fahal 148: 2009)

- Meaning therapy relies on accustoming the person with the problem to bear the meaning, make the decision and participate in it.

Employing the will and taking responsibility (Al-Ayyesh 1996: 237)

Webery agrees with Frankl that logotherapy is based on three basic arguments:

A person is free within certain limits in order to achieve the meaning and purpose of life.

Life is the meaning under any circumstances. If a person cannot employ his will, this leads him to a feeling of frustration. (Al-Ayesh 1996:249:)

Meaning therapy theory

The theory of therapy in the existential (spiritual) sense of Frankl emerged from the reality of his experiences, his mother, and his suffering in the Nazi concentration camp, in which his wife, mother, and father died. Frankl received training in individual psychology under the supervision of "Adler" and some of the basic concepts of therapy with meaning, freedom, and responsibility belong to Adler .

Frankl recorded his experiences in a book entitled "From Death Camps to Existentialism" printed in Germany in 1946 and in England in 1956 and reprinted it with the addition of a new part on the basic concepts of logos and called "Man's Search for Meaning" in 1963 and a new edition appeared in 1968 (Patterson 460: 1990) In this book, we find Frankl asking an important question, which is: Can a person hold on to life and not give up in the midst of severe pain and torment, but rather choose life and find meaning for it? (Al Fahal 1996:148)

From the foregoing, it can be said that Frankl established the third school in psychotherapy in Vienna after both (Freud and Adler). The rationalist in the universe and logos mean the study of the soul.

(Al Fahal 148:2009)

Frankl's passing through harsh experiences contributed to these experiences, especially those in mass concentration camps, in the development of his philosophical and therapeutic views. And himself and grow with it while he is on this matter, and in order to do this, he must have confidence and faith in the future.

Techniques of logotherapy

1 - Paradoxical intention: this technique is used with cases of compulsive disorders, phobias and anxiety, where individuals learn to overcome obsessions, anxiety and fear through distance and funny comic exaggerations (Al-Tayyib 1989: 305)

2- Socratic dialogue:

One of the basic techniques of meaning therapy, in which the therapist asks many questions to the patient through which he can discover the personal values of meaning to him and the means by which he can achieve these values, and he also asks questions designed to clarify that the choice is always available to live personal self-values and the meaning of life. Moawad (1998: 336)

3- Distraction of thinking (distraction of thought) DE reflection:

This technique is used for sexual disorders, sleep difficulties, and anxiety disorders, as instincts and automated processes are hindered and prevented by exaggerated self-observations. And that the goal of diverting thinking is to break this neurotic circle by pulling the concepts of the guided away from the purposes or from the processes following the neurosis. (Al Fahal 159:2009)

Rational Emotive Behavior Therapy (REBT) by Albert Ellis

Albert Alice's theory is based on an intellectual philosophy belonging to Greek schools dating back to the year 2500 BC. As for the development of cognitive-behavioral glacial therapy, it goes back to some personalities, including: Epictetus, who lived in the first century AD. And Marcus Aurelius, the Roman emperor, who famously said, "Men are disturbed by their feelings, not Because of the things around them but because of how they look at those things. (Al-Zayyud 248:1998)

Definition of rational emotive counseling

A method or theory of psychological counseling that uses cognitive and emotional techniques to help individuals overcome their erroneous and irrational ideas and beliefs, which are accompanied by disturbances in the behavior and personality of the individual, and replace them with more rational or logical ideas and beliefs that help him to adapt to society. (Al Daman 12:2003)

REBT Theory Approach

The approach of the theory is that the individual is able to think rationally and at the same time may be prey to accepting irrational ideas or beliefs, and that the individual's problems are a result of his beliefs that he needs to challenge and change. The theory focuses on the behavioral and mental aspects, and its philosophy is based on the fact that thinking, emotion, and behavior overlap with each other in mutual cause-and-effect relationships. This theory assumes that thinking determines behavior (Cory 1996:320).

The role of the educational counselor according to Alice's theory

- 1- Convincing the beneficiary that he is responsible for his problems and way of thinking and that external events are not responsible for him.
2. The role of the counselor is the role of the teacher, and the counselor has to rebuild the logical cognitive concepts of the beneficiary, and then change his internal speech.
- 3.. Replacing the irrational thoughts of the beneficiary with rational ones. (Al-Azim 122:2004)

Previous studies

The results of the study of both Orwoll and Perlmutter, which included asking the respondents to nominate the three most wise people and specifying their age, gender, and scientific background, revealed that males were more inclined than females to nominate male wise men (Orwoll & Perlmutter 1990:170). That wisdom for males is more closely related in terms of its characteristics to the cognitive side than to the emotional side, compared to females who emphasized that wisdom is related to the emotional side more than the cognitive side (Ardelt, 1997:19)

Jeste & Oswald (2014), Individual and Societal Wisdom: Explaining the Paradox of Human Aging and High Well-Being in California

(Individual and Social Wisdom: An Investigation of Contradictory Elderly and Elevated Happiness in California). The study aimed to identify wisdom by analyzing the results of many studies that dealt with wisdom and its relationship to some personal, psychological and functional variables at the individual and group levels. The sample of the study consisted of 14 elderly men and women, and the study showed that there is a relationship between wisdom and positive strengths in the personality of the elderly. (2014, Jeste & Oswald)

Study (Al Duhaim, 2016)

The study aimed to identify the variation in the level of thinking based on wisdom among groups of gifted students at the secondary stage, according to the differences in the five major factors of their personality. And to determine the ability of the five major factors of personality to distinguish between the performance of groups of gifted students in thinking based on wisdom. Predicting wisdom-based thinking among secondary school students. The main study sample consisted of (181) gifted students, and the exploratory sample for the study consisted of (172) gifted students. Three groups of students in light of the levels of wisdom (low performance, medium performance,

and high performance). The results indicated that students with a high level of thinking based on wisdom had high scores on the dimensions (conscientiousness, openness to experience, and acceptability), and their scores were medium on the extraversion dimension, and low on the neuroticism dimension. The results of the analysis of variance showed that the performance of students in thinking based on wisdom differs to varying degrees according to (extraversion, conscientiousness, openness to experience, and acceptability), as the high-performing students were the highest in each of (extrovertedness, conscientiousness, openness to experience, and acceptability). (Al Duhaim, 2016)

Majestic Abdul Muttalib

(spiritual alertness and its relationship to investment creativity and balanced wisdom among university professors)

The researcher used the descriptive method in the manner of correlations, and the current research community consisted of the university professor at the University of Kufa for the academic year (2021-2022), distributed according to type, specialization, and academic degree, the total certificate, as the total number of the research community reached (2382) university professors. On this basis, the basic research sample was selected from the original community at a rate of (20%), and it reached (476,476.4) university professors, and the selection was made using the method of stratified random samples having a relative distribution.

Population of the Research

It is all the individuals or persons who represent the subject of the problem or all the elements related to the problem of the study through which the researcher seeks to generalize the results of the research. (Muhammad 2012: 47). The current research community is limited to a sample of male and female guides in Holy Karbala for the academic year (2022-2023). The original community consisted of (392) male and female guides within the boundaries of the Holy Karbala Governorate, as the number of male and female guides reached (186) and the number of female guides (206).

Statistical analysis sample:

Its purpose is to obtain data to perform the process of statistical analysis of the items of the scale, which is one of the essential steps for its construction (Anastasi 1976:192).

Basic research sample:

The sample means a sub-group of individuals that is selected in some way from the original community and should represent the community from which it was derived (Khatab 2009: 24), and the number of male and female mentors in the research community was approved by (100%), amounting to (392), who were subject to measurement and diagnosis. As for the experimental sample, it was (10) males and (10) females, as well as the control

The sample of the experimental study

The sample size of the experimental and control groups is determined according to the researcher's vision and evaluation, and his review of previous studies and the procedures that they carried out. The researcher can follow the example of the sample sizes that were used in similar studies, and he can also seek help from the opinions of specialists (Al-Rashidi 2000: 153).

The Two tools of Search

First: Balanced Wisdom

Statistical analysis of the scale paragraphs

Discriminating Power Of Items

The goal of item analysis is to keep the good paragraphs after making sure of their strength in achieving discrimination among the individuals subject to measurement. Because one of the important conditions for the items of the psychological measures is that these items are characterized by a discriminatory power between individuals with high scores and individuals with low scores in the trait or feature to be measured (Groniund 1981:253) and the researcher has achieved the discriminatory power of the items using the two groups method Contrasted Groups by applying the items of the scale to the statistical analysis sample (200) male and female male and female counsellors, according to the number of the scale items for the last procedure, which amounted to (36) items. And then determine the total score for each of the respondents' questionnaires, then arrange the questionnaires in descending order according to the total score, then designate (27%) of the questionnaires with higher scores, and (27%) of the questionnaires with lower scores. The number of members of each of the upper and lower extreme groups reached (54) male and female counsellors, and after applying the t-test for two independent samples, to find out the significance of the differences between the upper and lower groups for the scores of each item of the scale (152:152 Edwards 1957-154). Paragraphs between the level of significance (0.05) compared with a tabular value of (1.980) and a degree of freedom (106). It was found that all paragraphs are indicative. The following table illustrates this.

The relationship of the paragraph score with the total score of the scale and the t-value of the correlation coefficient for the items of the scale of balanced wisdom for a sample of N = 108.

Factorial Validity

Evaluation and psychometric literature indicates that factor analysis is the best way to verify validity because this type of analysis

It is based on knowledge of the basic components of the phenomena that are subject to measurement, and is suitable for studying complex phenomena that are affected by a large number of different influences and factors (Al-Sayyid 2006: 497-498)

القيمة الثانية	قيمة العلاقة	تسلسل الفقرات	ت	القيمة الثانية	قيمة العلاقة	تسلسل الفقرات	ت	القيمة الثانية	قيمة العلاقة	تسلسل الفقرات	ت
11.85	0.644	29	25	12.70	0.67	15	13	12.23	0.656	1	1
9.24	0.549	30	26	11.69	0.639	16	14	11.18	0.622	2	2
9.08	0.542	31	27	10.86	0.611	17	15	15.30	0.736	3	3
11.72	0.64	33	28	10.07	0.582	18	16	9.86	0.574	4	4
10.92	0.613	34	29	9.81	0.572	19	17	13.12	0.682	5	5
11.81	0.643	35	30	20.01	0.818	20	18	9.99	0.579	6	6
11.51	0.633	36	31	9.22	0.548	21	19	12.94	0.677	7	7
9.12	0.544	37	32	10.61	0.602	23	20	13.23	0.685	9	8
11.94	0.647	38	33	11.21	0.623	24	21	14.64	0.721	10	9
12.84	0.674	40	34	8.19	0.503	25	22	9.81	0.572	11	10
5.55	0.367	41	35	12.67	0.669	26	23	7.99	0.494	12	11
8.79	0.53	42	36	10.55	0.6	27	24	11.18	0.622	14	12

Factorial analysis of the domains of the scale of balanced wisdom and saturation values for a sample of N = 108

قيم الشبوع	مجالات مقياس الحكمة المتوازنة						وضع التدوير	رقم الفقرة	ت
	القيم الراسخة في السلوك الحكيم	الإفادة من المعرفة المضمرة	تحصيل المعرفة المضمرة	الإستجابات للمسياقات البيئية	المدى القريب والمدى البعيد	الهدف من توازن الحكمة			
0.532						0.371	قبل التدوير	1	.1
0.610						0.438	بعد التدوير	2	.2
0.494						0.496	قبل التدوير	3	.3
0.655						0.500	بعد التدوير	4	.4 س
0.582						0.532	قبل التدوير		
0.600						0.579	بعد التدوير		
0.458						0.574	قبل التدوير		

0.650						0.579	بعد التدوير		
0.472						0.462	قبل التدوير	5	.5
0.586						0.542	بعد التدوير		
0.356						0.487	قبل التدوير	6	.6
0.497						0.537	بعد التدوير		
0.438						0.528	قبل التدوير	7	.7
0.613						0.568	بعد التدوير		
0.556						0.690	قبل التدوير	9	.8
0.575						0.795	بعد التدوير		
0.512						0.437	قبل التدوير	10	.9
0.691						0.514	بعد التدوير		
0.398					0.487		قبل التدوير	11	.10
0.578					0.690		بعد التدوير		
0.497					0.476		قبل التدوير	12	.11
0.512					0.502		بعد التدوير		
0.443					0.438		قبل التدوير	14	.12
0.461					0.526		بعد التدوير		
0.627					0.569		قبل التدوير	15	.13
0.736					0.684		بعد التدوير		
0.448					0.401		قبل التدوير	16	.14
0.467					0.464		بعد التدوير		
0.496				0.461			قبل التدوير	17	.15
0.592				0.515			بعد التدوير		
0.407				0.325			قبل التدوير	18	.16
0.537				0.520			بعد التدوير		
0.419				0.408			قبل التدوير	19	.17
0.551				0.524			بعد التدوير		
0.500				0.543			قبل التدوير	20	.18
0.576				0.604			بعد التدوير		
0.522				0.449			قبل التدوير	21	.19

0.562				0.503			بعد التدوير		
0.501			0.472				قبل التدوير	23	.20
0.582			0.566				بعد التدوير		
0.388			0.487				قبل التدوير	24	.21
0.451			0.495				بعد التدوير		
0.391			0.358				قبل التدوير	25	.22
0.534			0.410				بعد التدوير		
0.464			0.536				قبل التدوير	26	.23
0.518			0.615				بعد التدوير		
0.405			0.431				قبل التدوير	27	.24
0.470			0.517				بعد التدوير		
0.465			0.525				قبل التدوير	29	.25
0.508			0.558				بعد التدوير		
0.527			0.497				قبل التدوير	30	.26
0.528			0.514				بعد التدوير		
0.414		0.307					قبل التدوير	31	.27
0.452		0.396					بعد التدوير		
0.568		0.426					قبل التدوير	33	.28
0.642		0.536					بعد التدوير		
0.383		0.478					قبل التدوير	34	.29
0.579		0.524					بعد التدوير		
0.274		0.283					قبل التدوير	35	.30
0.559		0.591					بعد التدوير		
0.432		0.478					قبل التدوير	36	.31
0.547		0.521					بعد التدوير		
0.425	0.451						قبل التدوير	37	.32
0.617	0.647						بعد التدوير		
0.443	0.522						قبل التدوير	38	.33
0.486	0.745						بعد التدوير		
0.493	0.409						قبل التدوير	40	.34

0.572	0.509						بعد التدوير		
0.474	0.694						قبل التدوير	41	35
0.477	0.711						بعد التدوير		
0.515	0.451						قبل التدوير	42	36
0.539	0.574						بعد التدوير		
	4.822	3.522	3.623	5.865	4.325	3.434	الجذر الكامن		
	2.733	1.007	1.327	1.662	2.523	1.424	التباين المفسر		

Results

Results related to the study hypothesis: To verify the study hypothesis, the following statistical operations were performed:

1- Comparison between the mean scores of the experimental and control groups in the pre and post test of the scale of balanced wisdom.

In order to detect differences in the level of development of balanced wisdom in the experimental and control groups in the post-test, Mann and Whitney were used to verify the significance of the difference between the average ranks of the different groups.

5- Male data before applying the program between the experimental and control groups, NPar Tests.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
قبلي ذكور تجريبي	10	91.80	12.164	65	104
قبلي ذكور ضابطة	10	91.40	12.131	66	105

Wilcoxon Signed Ranks Test

Ranks

Ranks

	N	Mean Rank	Sum of Ranks
ذكور تجريبي - قبلي ذكور ضابطة	5 ^a	4.20	21.00
قبلي	2 ^b	3.50	7.00
Ties	3 ^c		
Total	10		

Test Statistics^a

Test Statistics^a

	قبلي ذكور تجريبي - قبلي ذكور ضابطة
Z	-1.265 ^{-b}
Asymp. Sig. (2-tailed)	.206

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
بعدي ذكور تجريبي	10	161.40	10.035	147	179
بعدي ذكور ضابطة	10	92.60	12.030	67	106

Ranks

	N	Mean Rank	Sum of Ranks
ذكور تجريبي - بعدي ذكور ضابطة	10 ^a	5.50	55.00
بعدي	0 ^b	.00	.00
	0 ^c		
	10		
بعدي ذكور تجريبي - بعدي ذكور ضابطة			
Z	-2.805 ^{-b}		
Asymp. Sig. (2-tailed)	.005		

Recommendations

- 1- The need to pay attention to the design and implementation of psychological and counseling educational programs for the training of educational counselors.
- 2- The need to conduct research in the field of positive psychology to identify the strengths of individuals and invest them in work.
- 3- Introducing wisdom gradually within the curricula and courses.
- 4- Holding serious scientific courses for teaching staff in all fields. We specialize in and are interested in wisdom research, in order to demonstrate the methods used to achieve integration between wisdom and science.

Suggestions: One of the most important features of scientific research is that it opens the doors to more important and special scientific studies in many fields, and that there are still many studies

and programs to be presented to the category of educational counselors because they are the safety valve in schools, and a number of suggestions can be made about some studies that cover some Aspects related to this study and the study population:

- 1- An existing counseling program to develop the balanced wisdom of school principals.
- 2- A study of the impact of wisdom on self-efficacy.
- 3- Conducting studies that include preparing training programs for developing wisdom among university students, Department of Psychology.
- 4- Conducting studies that include wisdom and its relationship to some variables, such as creativity or academic achievement.
- 5- Studying the impact of parental upbringing in developing balanced wisdom.
- 6- Conducting comparative studies to develop the balanced wisdom between the educational counselor and the teacher.

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