

EMOTIONAL POSSESSION AMONG DISTINGUISHED STUDENTS AND THEIR AVERAGE PEERS AT THE STAGE PREPARATORY: (A COMPARATIVE STUDY)

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Abstract

The research aims to identify the emotional possession of distinguished students and their normal peers, the significance of the statistical differences in emotional possession among distinguished students and their peers according to the two gender variables (males, females), and the type of study (distinctive, normal), the researcher built the Emotional possession, after following the scientific steps in building it and verifying the honesty and consistency, and applied the scale to the research sample, which consisted of (370) In order to process the research data statistically, I used a number of statistical methods included in the statistical package for social sciences (SPSS) including (T-test for one sample, T-test for two independent samples, alpha-Cronbach equation, binary variance analysis). The members of the research sample are characterized by emotional possession. There are no statistically significant differences in emotional possession according to the gender variable (males, females), and there are differences according to the study type variable (distinguished, normal) in favor of normal people.

Keywords: Emotional possession, Distinguished and Ordinary Students, Middle School.

INTRODUCTION

Emotional possession is prevalent nowadays, and its simplest and most crude form is the insistence in some dialogues that: if one feels offended, those feelings should be honored, and not questioned, as many times the possessor subordinates the reactions of others by excluding them, they do not allow people to express their opinions and do not appreciate the feelings of others, as many people emotionally acquire when they show unnecessary reactions and expect others to stabilize those feelings, as well When false feelings of control, such as inappropriate expression, or severity in dealing with others, are displayed, it gives the other person a sense of insecurity, becomes more stressed, and distracts us from fear rather than self-vision and security (Griethuijsen, 2014: 122).

Emotional possession is a condition in which a person feels a desire to own and protect another person because they feel a strong attraction towards them, emotional possession is accompanied by the individual's inability to accept failure, or rejection by the loved one, and although emotional possession is not specifically classified, its roots extend to childhood, and may last indefinitely, and sometimes it can require psychotherapy, and emotional possession in both males and females, making it a widespread phenomenon In both sexes, it also takes many forms to include the acquisition of children by children, parents by parents, by one spouse for the other, or by friends with the other (Han, et al, 2017: 44).

Even more pernicious is that in emotional possession, emotion dictates how others behave, as if they were an unjust emperor, and the possessor must submit to it out of fear (Fukushima, 2015: 272).

It is noticeable that the phenomenon of emotional possession is widespread, and a number of individuals fell into this experience with a white biography and pure hearts, who dreamed of completing the journey of life with a partner, but they were unlucky to fall into the trap of a playful young man, or a playful girl of the type of irresponsible individuals, who tend to lie, and who are fond of establishing multiple and transient emotional relationships without any commitment, or honesty in respecting the emotions between the two parties and dealing with responsibility and moral commitment. One of the most prominent unhealthy emotional relationships is that the other party is characterized by the ability to manipulate and deceive the other party's feelings, or to be obsessed with controlling all his actions and life, and individuals are sensitive

to signs, body language, and communication, often vague and facial expressions are difficult to read, and the facial action coding system can be a way to detect deception through small and subtle facial expressions (Baumeister & Sher, 2007: 76).

Research Problem:

Preparatory students are exposed to many pressures, which affect their personality directly or indirectly, as a result of the circumstances that Iraqi society is going through, as well as the nature of the age and study stage, which has negatively reflected on their social life, and thus its clear impact on their personal and intellectual construction, as well as on their behavior (Maaris, 2010: 353).

Many adolescent students try to do self-soothing through emotional possession, which affects their health and life, as it leads to negative effects on the mental, social, and academic health of students, as it causes an increase in anxiety and depression, as a result of constant thinking about feelings, and how to acquire others, as it occupies the student's mind and distracts him, which leads to a decline in academic performance, loss of concentration, constant stress, obsessive thoughts, and sleep disorders (Frijda, 2010:59–64).

It may bring a sense of happiness, which brings negative effects on others, which affect the psychological well-being of others who are obsessed with them, whether they are parents, friends, or partners, the matter of emotional possession of the partner may be normal on the part of the individual himself, but when it is unbalanced, it is necessary for the partner to prevent it, otherwise he may become socially paralyzed, and facing possession can be a painful and negative ordeal, but it is better to face it (Bench, 2014: 38).

Emotional possession within friendships has effects on the self-image of individuals looking at the places around us, and when we impose ourselves in a highly competitive social environment and become effective, more people resort to emotional possession by using the weaknesses of the victim, in order to satisfy their personal needs, and achieve special benefits for them, because they have become experts and skilled at persuading and possessing others (Mc Namara & wantzel, 2002: 44).

THEORETICAL IMPORTANCE OF THE RESEARCH:

■ The current research derives its importance from the group that is concerned with studying, which are the students of the preparatory stage, they are the backbone of society, as they are an important point of focus in all developed societies, and they need more studies and research to help them overcome the difficulties and challenges that face them in their lives.

■ The researcher hopes to enrich an important aspect of educational studies in Iraqi society, as it is a concept that has not received enough attention and local studies.

Research Objectives:

1. Emotional possession of distinguished students and their regular peers from the middle school.
- 6.The Significance of Statistical Differences in Emotional Dominance among Distinguished Students and Their Normal Peers from the Middle School Stage According to the Gender Variables (Males, Females), and the Type of Study (Privileged, Normal).

Research Limitations:

The research is determined by the students of the preparatory stage (distinguished and normal) of both sexes (males and females) in the district of Baqubah, the center of Diyala governorate for the academic year (2023-2024).

Research Terms:

3. Emotional possession:

Waldron (2009) defined it as the love of controlling and possessing others in a relationship without showing it publicly, and that it is a small state of ego dependent on others (Fukushima, 2015: 28).

Procedural Definition: The cumulative score of the measurement, which gives an indication of the subject's level of emotional possession of the current scale.

THEORETICAL FRAMEWORK:

The concept of emotional possession:

We all have emotional possession boundaries between ourselves and everyone we deal with when we are emotionally assertive, we are keen to respect those invisible boundaries, yet often and because they are invisible, we cross those boundaries, as a way to create order, or to possess power, that is, emotional possession is the ability of the individual to possess, or control the emotions of others, to reach a change in their behaviors (Waldron, 2009: 2).

" Most assaults occur after one person has exercised emotional possession of the other, and often, the emotionally possession person has deep-seated fears, issues surrounding control," says psychotherapist **Emily Roberts** They are often irritable, lack attention to your time and emotions, and often blame others for their feelings and problems (Sture, 2013: 32).

Types of Emotional Possession:

- 1. Family Emotional Possession:** Refers to the pattern that family members can follow in dealing with each other in terms of emotions and personal relationships, including feelings of emotional possession, mutual care, and emotional support among family members, and is manifested by parental control: Excessive control over the lives of parents, such as: making educational and professional decisions on their behalf and interfering in relationships, trying to control the relationships of other family members, and preventing them from forming friends or external relationships.
- 2. Friendship emotional possession:** refers to friendship relationships that are characterized by emotional closeness and belonging between individuals, and in this type of relationship, there is an exchange of feelings of trust, support, and care between friends, and this is evident in excessive attachment, such as: insisting on spending all the time with a certain friend, trying to control his social life, social exclusion, such as: trying to distance the friend from his other circle of friends and make him depend only on the acquiring person, friendship jealousy, such as: Feeling jealous when a friend forms other relationships and tries to prevent them (Ran, 2016: 71).
- 3. Romantic emotional possession:** It includes the emotional bond between romantic partners, and includes love, deep and romantic feelings, controlling time and activities, such as: trying to control how the partner spends his time, preventing him from practicing activities that he likes alone or with others, as well as jealousy and control, such as: observing the partner's behavior and constant doubt about his loyalty, which leads to trying to isolate him from other people, and excessive communication, such as: Contact your partner on an ongoing basis to check on their whereabouts and with whom.
- 4. Social Emotional Dominance:** It includes emotional bonding in different social contexts, such as professional relationships, relationships at school, and social activities.
- 5. Electronic emotional possession:** This possession is manifested by electronic surveillance, such as: excessive monitoring of the activity of a partner or friends on social media, digital control, such as trying to control a partner's or friends' communication with others online, or digital jealousy, such as feeling jealous of social media interactions and trying to prevent them (Haugh, 2016: 169).

Psychological and social causes of emotional possession:

Emotional attachment can arise as a result of a combination of psychological and social causes. Here are some common reasons...

- 1. Lack of self-confidence:** People with low self-esteem may feel an excessive need to constantly reaffirm their partner's love and care, and this can arise from a lack of confidence in their ability to maintain a relationship based on their self-worth.
- 2. Fear of abandonment:** A deep fear of losing a partner can lead a person to act in controlling and controlling ways, to ensure that the partner stays close, and this fear may be the result of previous experiences of abandonment or loss (Haugh, 2016: 171).
- 3. Past experiences:** A person's exposure to negative past experiences, such as betrayal or neglect, can lead to the development of obsessive behaviors, and as a way to protect oneself from recurring these experiences.
- 4. Mental disorders:** Some mental disorders, such as borderline personality disorder or dependent personality disorder, cause possessive behaviors, as a result of psychological insecurity and excessive need for emotional support.
- 5. Lack of effective communication:** The inability to communicate effectively between the two partners can lead to misunderstandings and doubts, leading a person to act in obsessive ways in an attempt to control the situation.
- 6. Excessive jealousy:** Feeling overly jealous can be a strong motivation for obsessive behaviors, and a person may feel that the partner may be unfaithful, or that there are potential threats to the relationship.
- 7. Family models:** People who grew up in family environments where they experienced obsessive behaviors may adopt the same pattern of behaviors in their personal relationships.
- 8. Sense of insecurity:** Feelings of insecurity in a relationship as a result of instability or recurring problems between the two partners can be a motivation for obsessive behavior, as the person seeks to control every aspect of the relationship to ensure its stability (Anderson, 2011: 49).

Waldron's Theory, 2009

Emotional possession is often perceived as an attempt to calm oneself or to take control of one's life, and individuals often feel entitled to those actions, and **Walduran asserted** that emotional possession occurs when an individual feels a desire to own and protect another person, and feels a strong attraction towards them and a distress that accompanies the inability to accept rejection, or failure on the part of the loved one. (2017: 518).

Walduran stressed that emotional possession is the use of emotions by powerful members (lovers, brothers, husbands, parents, and sometimes children) in a way that is perceived as destructive, dominant, unfair, or even cruel, including intimidation, secrecy and emotional blackmail. When an individual feels that negative and obsessive emotions are prevalent in their life, they should be replaced by positive emotional experiences, restoring the emotional balance of their life (Daron & Preston 2013: 245).

Emotional possession is a waste of emotional energy, and we can protect our emotional energy even more, by moving away from emotional possession behavior, and this can be done by asking questions out of context, to understand more about the real motivations and fears behind the dominant behavior, while letting go of those fears, is the most direct way to get rid of fear (Arendasi & Darwin, 2012: 136).

Waldaron emphasized that emotional possession is when one person overwhelms the emotional boundaries of the other person, and begins to control what allows the other to show his behaviors, thinking, or feelings, i.e. controlling how to behave in the behaviors of others, whether they are colleagues or partners (Waldaron, et al, 2015: 120).

When children are unable to solve their problems, or have been traumatized, or have been subjected to a loss, it will reflect negatively on the child, as parents behave behaviors in the name of love and do not feel that this possession, as a result of the trauma, will leave traces on children when they reach adulthood, for example, parents may prevent their children from mixing with others, out of fear for them, but children will learn this negatively, so they will behave in the same behavior, or it will turn into a more obsessive behavior and more aggressive) Fukushima, 2015: 13).

One of the manifestations of emotional possession when the children guarantee the love of their fathers for them is that they continue to ask for the fulfillment of their requests, even if it is at the expense of the comfort and happiness of the parents, hence it has been shown that emotional possession is not only possession, but also control of personal decisions, and assigning them with the full consent of the other person, as it is considered an acquired right, as well as between **parents Emotional possession can often be divided into two parts:**

■ **Verbal Emotional possession (verbal communication):** Verbal communication is the main channel for communicating feelings, which is to be done through sounds and words to express an idea or information, and that through verbal communication, it is possible to acquire others better than non-verbal communication, as **Waldwan emphasized**, because it conveys the idea clearly, explicitly, directly and accurately, and non-verbal cues can reinforce some words, so that they can be understood better and in a direct way, for example: When a woman's job opportunity comes outside the country, and the husband objects to it, expressing his rejection of her work outside the country verbally and directly, or when the children have the verbal ability, they verbally and subconsciously appropriate the feelings of the fathers, and emotional possession refers to the extreme attraction, or excessive emotional attachment that the individual may feel towards another individual, or a certain thing, and this possession can appear in various relationships, including romantic relationships, so the individual can feel a connection Strong emotional towards one's partner, which causes him to act in sometimes irrational ways, family and friends: there may be a strong attachment to relatives or friends, which influences decisions and behaviors (Chiang & Gozali, 2019: 11).

■ **Non-verbal Emotional possession: The** ability to express, control, and decipher emotions is an important social skill, i.e., those messages that we receive from the environment, which we receive through our five senses without words and without sounds, either mental images, signs, or suggestions of body language, as this non-verbal communication includes a large part of some messages, i.e. emotions that the individual cannot express, for example: When individuals ensure the presence of colleagues or partners, they will capture their emotions in a non-verbal way through certain gestures and body language suggestions (Visser, et al., 2014; 12).

RESEARCH METHODOLOGY:

The researcher considered that the descriptive research method with comparative studies is appropriate to meet the research requirements.

Research Population:

The research population¹ consisted of (41) preparatory schools with (2) distinguished students, with a total of (832) male and female students, constituting (8.3%) of the total number of students in the preparatory stage, and (39) schools for ordinary students, with a total of (9172) male and female students, constituting (91.7%), while the number of males amounted to (4292) (43%) of the total students of the preparatory stage, while the females (4880) constituted (49%) of the total number of students of the preparatory stage (10004), and in order to select the research sample, and to ensure the homogeneity of the sample, the students of the sixth grade of preparatory school were excluded from the distinguished and ordinary students, and the literary branch was also excluded.

Research Sample:

The main research sample was selected as follows:

To extract the size of the research sample, the researcher adopted **the² Steven Thompson equation, to calculate the sample size, and the result of the equation was (370) male and female students.**

Thus, the research sample was selected by stratified random method with proportional distribution, and the two schools were selected from the schools of excellence, and (4) schools from the schools of ordinary students, and the number of members of the research sample reached (370) male and female students, who were distributed as follows...

- The number of distinguished students is (31) male and female students (8.3%) of the research sample.
- The number of ordinary students is (339) students, representing (91.7%) of the research sample.
- The number of male students is (178) students, representing (43%) of the research sample.
- The number of female applications reached (192) with (49%) of the research sample.

Research Tool: Verbal emotional possession scale:

The researcher built a tool that measures emotional possession among middle school students, and the researcher relied on **Waldron's theory (2009)** in defining the concept of emotional possession and its fields, and the theoretical definition of emotional possession in the light of **Waldron's theory** was defined as: it is the love of controlling and possessing others in a relationship without showing it publicly, and it is considered a small state of ego dependent on others (Fukushima, 2015: 28), the scale included two areas:

The first domain: verbal emotional possession: It is a certain idea that emerges through verbal communication to control others in a better way and in a clear, explicit and direct way.

The second domain: Non-verbal emotional mastery: It is the ability to express emotions and control others by using the five senses skills without speech and relying on body language (Subrahmanian, et al., 2015:98).

For the purpose of estimating the validity of the paragraphs of the Emotional possession Scale, the researcher presented the scale in its initial form to (23) arbitrators specialized in psychology and psychometrics, to verify the validity of the proposed paragraphs in building the Emotional Dominance Scale in its initial form.

8. Statistical analysis of the paragraphs of the Emotional possession Scale:

For the purpose of conducting the statistical analysis of the paragraphs of the Emotional possession Scale, the researcher applied the scale to the statistical analysis sample of (400) male and female students, as shown in Table (23), to extract:

- Method of calculating the discriminant force for each paragraph:

The researcher used the T-test for two independent samples to test the significance of the differences between the upper and lower groups on each paragraph, and the T value was considered as an indicator to distinguish each paragraph, and all the paragraphs were a function because the calculated T values were greater than the tabular T value of (1.96) at the significance level of (0.05), and with a degree of freedom (214), except for **paragraph (18)**, because its T value is smaller than the tabular T value of (1.96) Table (24) shows this.

Table (1) The Discriminant Power of the Paragraphs of the Emotional

¹ This is due to the absence of the literary branch in the schools of excellence.

$$(2) N = \frac{NP(1-P)}{(N-1)(d^2/Z^2 + P(1-p))}$$

Stephen Thompson's equation: (N) the size of the community, (P) the probability value is (0.5), (d) the error rate is (0.05), and (Z) is the standard score at the confidence level (95%) and the corresponding (0.05) is (1.96).

(Thompson, 2012: 59-60)

Table: T-Test Results Between High and Low Groups (N = 108 each)

Item	Mean (Low Group)	SD (Low Group)	Mean (High Group)	SD (High Group)	T-Value
1	3.01	0.891	3.38	0.840	3.143
2	2.49	1.098	3.25	0.877	5.616
3	2.68	0.884	3.35	0.789	5.927
4	2.83	0.922	3.47	0.690	5.765
5	1.44	0.715	1.94	1.035	4.055
6	2.69	1.036	3.45	0.890	5.776
7	2.30	1.138	3.21	0.887	6.604
8	2.76	1.013	3.19	0.971	3.223
9	2.89	1.017	3.35	0.835	3.656
10	2.50	1.098	3.35	0.801	6.514
11	2.37	1.010	3.49	0.870	8.733
12	2.61	1.022	3.47	0.742	7.088
13	1.49	0.870	1.91	1.046	3.183
14	2.77	1.064	3.50	0.767	5.794
15	1.46	0.766	1.92	1.128	3.457
16	2.63	1.010	3.24	0.906	4.681
17	1.52	0.767	1.85	1.012	2.728
18	2.06	1.359	1.84	1.043	-1.292
19	2.61	1.109	3.30	0.867	5.057
20	2.53	1.131	3.60	0.640	8.587
21	2.57	1.104	3.44	0.835	6.466
22	2.72	1.075	3.54	0.647	6.747
23	2.88	0.934	3.63	0.635	6.898

Acquisition Scale in the Two-Person Method

Psychometric characteristics of the paragraphs of the Emotional possession Scale:

The researcher used the following characteristics:

- **Honesty:** A number of indicators were calculated for the honesty of the Emotional Dominance Scale:

- Apparent honesty:

This indicator was achieved by presenting the scale in its initial form (Appendix 4) to the arbitrators specialized in psychology and psychometrics (Appendix 5), to estimate the validity of the paragraphs of the scale in measuring emotional possession, and the arbitrators agreed on the validity of the paragraphs in measuring what they were prepared to measure by a percentage of agreement more than (**80%**), as shown in Table (21).

- Honesty of construction:

This indicator verified the validity of the Emotional Dominance measure after extracting the following statistical indicators:

- Extracting the discriminating power of the paragraphs of the scale using the two-party method, as shown in Table (2).

- **Consistency:** To verify the stability of the Emotional Dominance scale, the researcher adopted two methods:

- Retest method

To calculate the stability of the emotional possession scale in this way, the researcher applied the scale to a sample of (**60**) male and female students, as shown in Table (9), and after (14) days, the scale was reapplied to the same sample and using the Pearson correlation coefficient, the relationship between the first and second applications was extracted, and the value of the stability coefficient was (**0.76**), which is a good stability coefficient.

- Internal consistency method using the Alfa Cronbach formula:

To extract the stability coefficient in this way, the alpha-Cronbach equation was applied to the scores of the 400 male and female students in the statistical analysis sample, so the value of the stability coefficient was (0.82), which indicates that the stability coefficient of the scale is good.

Final Application:

The researcher applied the scale in the period from 11/3/2024 to 17/4/2024.

Statistical Methods:

The researcher employed the following statistical methods to complete the research procedures and calculate its results using the statistical package for social sciences (SPSS):

1. T-Test Independent Sample to Calculate
2. Coefficient Alpha, to calculate the consistency of the internal consistency of the three search metrics.
3. Binary variance analysis to calculate the statistically significant differences between (males, females), and (privileged, normal) variables and emotional possession.
4. The T-Test For One Sample was used to calculate the significance of the difference between the mean of the research sample and the hypothetical mean of the three search measures.

The first goal: To identify the Emotional possession of distinguished students and their peers from the middle school:

In order to achieve this goal, the Emotional possession scale was applied to the **(370) male and female members of the research sample**, and the arithmetic average of the research sample reached **(61,756)**, with a standard deviation of **(6,040)** degrees, while the hypothetical average of the scale reached **(55)**, and to balance the arithmetic average of the research sample with the hypothetical average of the scale, the researcher used the T-Test For One Sample, as shown in Table (2)).

Table (2) The value of the T-test for one sample for the significance of the difference between the arithmetic mean and the hypothetical mean of the emotional possession scale

T-value		Degree of Freedom	Hypothetical Average	Standard deviation	Arithmetic Average	Research Sample	Variable
Tabularity	Calculated						
1.96	21.518	369	55	6.040	61.756	370	Emotional possession

* The tabular T-value is equal to **(1.96)** at the significance level of **(0.05)** and the degree of freedom **(369)**.

Table (35) shows that the calculated T value **(21,518)** is greater than the tabular T value of **(1.96)**, at the significance level of **(0.05)** and the degree of freedom **(369)**, which means that there is a statistically significant difference between the arithmetic average of the research sample and the hypothetical average of the scale, and in favor of the arithmetic average, i.e., the research sample is characterized by emotional possession compared to the hypothetical average of the scale, and Figure (12) shows this.

This can be explained in light of **Waldron's theory**, which holds that individuals resort to appropriation over others and is an essential part of the formation of social relationships, personal care, a sense of security, trust, well-being, filling shortcomings, and self-pacing (Cross, 2017: 518).

The researcher believes that individuals use emotional possession as an adaptive mechanism to deal with feelings of insecurity and fear of abandonment, as well as a love of feeling of control over others.

Objective Two: Significance of Statistical Differences in Emotional Possession among Middle School Students According to the Gender Variables (Males and Females) and the Type of Study (Distinguished and Normal):

In order to identify the significance of differences in emotional possession according to variables (gender, type of study), the researcher used binary variance analysis (Tow –Way Analysis of Variance) as shown in Table (42).

Table (3) Significance of Differences in Emotional Dominance According to Gender Variables and Type of Study

Significance 0.05	Calculated Mass Value	Average Squares	Degree of Freedom	Total Squares	Source of Contrast
Non-Function	0.107	3.715	1	3.715	Sex
function	5.711	198.586	1	198.586	Type of Study
		34.773	366	12726.890	Error
			370	1424604.000	Total

* The tabular value is **(3.84)** at the significance level of **(0.05)** and two degrees of freedom **(366.1)**.

a. According to the gender variable (males, females):

Table (42) shows that there are no statistically significant differences according to the gender variable, as the calculated categorical value was **(0,107)**, which is smaller than the tabular value **(3,84)** At a significant level **(0,05)** And to my degree freedom **(366,1)**.

B. According to the study type variable (distinguished, ordinary):

Table (42) shows that there are statistically significant differences according to the variable of the type of study, as the calculated categorical value was **(5,711)**, which is greater than the tabular class value of **(3.84)** At a significant level **(0,05)** And to my degree freedom **(366,1)**, as the arithmetic average of ordinary students reached **(64.877)** A score that is greater than the arithmetic average for distinguished and adult students **(62.466)** It is for the benefit of ordinary students, This means that there are statistically significant differences in Emotional Dominance between outstanding students and their normal peers, which is in favor of ordinary students, as their arithmetic average is higher than the arithmetic average of outstanding students, as ordinary students are more capable of Emotional Dominance, due to stereotypical and negative beliefs, which increase emotional possession, as well as social pressures and expectations that lead to strong emotional responses, as well as traumas, past experiences, and poor control over their emotions. Batres, et al, 2015:35).

The researcher believes that ordinary students often have a better balance between academic life and social life in general and emotional life in particular, compared to outstanding students, who may face more academic pressure than ordinary students, which allows ordinary students to invest their time in developing their emotional relationships.

Table (4) The arithmetic averages and standard deviations of the research sample members on the Emotional Dominance Scale according to the two variables of gender and the type of study

Standard deviation	Arithmetic Average	Number	Sample Type	Sex
5.091	64.933	15	Distinguished	males
6.436	63.5 14	163	Ordinary	
6.420	64.223	178	Total	
4.604	60.000	16	Distinguished	females
5.694	66.241	176	Ordinary	
5.641	63.120	192	Total	
5.383	62.466	31	Distinguished	
6.100	64.877	339	Ordinary	
6.040	63.671	370	Total	

CONCLUSIONS:

In light of the researcher's findings, she came to the following conclusions:

1. The presence of emotional possession among middle school students, and this indicates that they are looking forward to achieving their goals at any cost and by any means, and that they impose their opinions and control over those around them.
2. As for the statistically significant differences in emotional possession according to the gender variable (males – females), there are no statistically significant differences, due to the ability to similarly feel for both sexes, according to the type of study (distinguished – normal), which is in favor of ordinary students, due to the fact that outstanding students often indulge in logical thinking, and their concentration is stronger in academic performance, while ordinary students are more flexible in learning, which allows them to interact more with the emotional level.

RECOMMENDATIONS:

1. We hope that the Ministry of Education will support distinguished students and take into account their needs, such as providing them with special study seats for them, which distinguishes them from ordinary students.
2. We would like the Directorate of Education in the governorates to direct the Educational Counseling and School Card Division to urge educational counselors to give lectures that include how to train middle school students to deal with situations they encounter in their daily lives and prevent them from emotional possession.

3. We hope that the psychological counseling and educational guidance units will take care of distinguished and ordinary students through activities to enhance self-confidence and others and face and manage pressures and crises.

Propositions:

1. Conducting a study to identify emotional possession in other samples, such as university students or teachers.
2. Conducting a study to identify the relationship between emotional possession and other psychological variables such as perceived control.

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