

EFFECT OF AN EDUCATIONAL PROGRAM TO MODIFY THE NAIVE PERSONALITY OF HIGH SCHOOL STUDENTS

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Abstract

The current study aimed to identify the impact of an educational program to modify the naive personality among high school students in the city of Mosul, Iraq. The researchers applied the naive personality scale, which they developed to address their academic, educational, and psychological problems. A sample of (70) male and female students was diagnosed. The experimental sample included (34) male and female students, and the control group included (36) male and female students. Statistical methods were used with the Statistical Package for Social Sciences (SPSS). The educational program was then implemented for two months. After its completion, the study reached a set of recommendations and proposals.

Keywords: *naive personality, excessive trust in others, submission to the desires of others, lack of self-assertion, educational program.*

Introduction

First. The Research Problem

1. The Realistic Aspect: This is embodied in the researcher's feelings and experience (as an educational counselor in the preparatory stage) regarding the existence of several cases indicating a naive personality, with many negative repercussions in the following aspects:
 - a. Personal Repercussions: These include (the student suffers from compulsive transparency because they fear all indirect methods and from weak social interaction due to their lack of self-confidence).
 - b. Educational Repercussions: These include (the student suffers from weak classroom participation due to their feelings of shyness in front of their fellow students, and they struggle with the fluency of oral explanations of the lesson due to the difficulty of verbal fluency).
 - c. Educational, Psychological, and Social Implications:

The current research problem is a response to the recommendations of scientific and social conferences and seminars providing assistance to the Iraqi personality, which has suffered from a cycle of conflict for more than six decades, particularly since 2003. This is in addition to the ISIS experience that ravaged several Iraqi cities, including Mosul, causing a series of devastating sufferings that created several psychological, educational, and social crises for the general public, especially high school students. Those with naive personalities may be among the most prominent victims of this conflict.

2. Methodological Aspect: The researcher did not find a direct concept of the naive personality in previous literature. This necessitated the development of the concept through a clear formulation inspired by field reality, as well as some theoretical analyses related to the content of this concept.

Thus, the current research problem can be formulated in the form of answers to the following questions:

- a. What is the concept of the naive personality?

- b. What is the level of naive personality among high school students according to the variables (gender, grade, and academic branch)?
- c. What is the nature of the educational program capable of modifying naive personality among high school students?
- d. What is the significance of the effect of an educational program capable of modifying naive personality among high school students?

Second: The Importance of Research

Gullibility, as a scientific concept, does not appear in recent studies as a single topic in social psychology. Gullibility has become one of the most important topics discussed in general scientific discourse, expanding the gap that bridges the humanities around psychology. Furthermore, social studies specialists have recently realized the importance of studying gullibility and its implications and effects on other psychological aspects [1]. Gullibility, in the view of many researchers, is associated with fraud and deception, because gullible people often fall prey to scammers. On the other hand, this concept is linked to the excessive trust some people place in others or strangers, which often results in significant material and emotional losses [2]. Greenspan, who was particularly interested in the problem of gullibility, emphasized that gullibility is: the tendency to be warned or manipulated by one or more deceptive means toward other people. [3].

In light of the above, the importance of the research can be summarized as follows:

Theoretical importance: focuses on the importance of the theoretical research variables as follows:

The importance of the concept of naivety as a rare personality concept in the literature and previous studies. Additionally, there are negative repercussions of the naive personality on social intelligence, trust in others, and self-confidence. This is in addition to the negative role of some Internet sites, particularly the proliferation of social networking sites that encourage naivety, deception, and a culture of chaos.

Applied importance: focuses on the importance of the practical aspects of the current research as follows:

The importance of constructing an objective tool with good psychometric properties for the concept of naivety, which will be considered the first tool of its kind locally, Arab, and perhaps even internationally—to the researcher's knowledge. Furthermore, the importance of constructing an educational program with theoretical and procedural credibility to be used in modifying those students who suffer from naivety.

Third: Research Objective

The study aimed to identify the effect of an educational program to modify the naive personality of high school students in the city of Mosul city, Iraq, this objective was achieved in light of two sets of hypotheses (basic and as follows:

- 1- There are no significant differences at a significance level of (0.05) between the results of the pre-test for the experimental and control groups.
- 2- There are no significant differences at a significance level of (0.05) between the results of the pre-test and post-test for the experimental group.
- 3- There are no significant differences at a significance level of (0.05) between the results of the pre-test and post-test for the control group. (It should be true that there are none.)
- 4- There are no significant differences at a significance level of (0.05) between the results of the post-test for the experimental and control groups.

Fourth: Research Limits

The research was limited to high school students in the city of Mosul, covering the years (2024-2025).

Fifth: Defining the terms

1. Effect
 - i. It is defined as the amount that appears on the dependent variable due to the effect of the independent variable. [4]
The researcher defines the effect procedurally as: the amount of change or effectiveness that occurs in the naive personality after applying the educational program to it.
 - ii. It is a set of lessons and activities independent of the school curriculum, prepared by the researcher according to a specific theory for the purpose of achieving a pre-determined goal.[5].
The researchers defined the educational program procedurally as: a set of lessons, games, and activities prepared by the researcher based on multiple theoretical foundations, in order to modify the naive personality.

2. GULLIBILITY PERSONALITY

3.

The researchers did not find a clear and specific concept of the naive personality through their review of previous literature related to the concept of human personality in general, which required the formulation of a new concept that had no precedent through deducing ideas in previous literature on the content of the naive personality, in addition to the researchers' real experience and benefiting from the experience of experts, whether from professors of the Department of Educational and Psychological Sciences. Based on that, the researchers defined the naive personality as follows:

Naive personality: A personality type characterized by a failure in social intelligence, whereby one is easily deceived and manipulated due to one's quickness to be misled and one's tendency to believe improbable assumptions that are not supported by evidence, resulting from excessive trust in others, submission to the desires of others, and a lack of self-assertion. In light of the following areas:

A- Excessive trust in others: This occurs when a naive personality surrenders to the convictions and beliefs of others, tends not to expect bad things from others, and quickly and completely believes everything they are told, while lacking self-confidence.

B- Submission to the desires of others: This occurs when a person tends to do whatever others dictate, believing that others are always right, and needing to ensure belonging, sympathy, and working in accordance with them.

C- Lack of self-assertion: The individual's inability to appropriately express their thoughts, opinions, feelings, and needs, whether negative or positive, regarding situations, individuals, or events, verbally or behaviorally, without threatening or assaulting others.

Operational identification: The researchers operationally define the naive personality as: the score obtained by the students participating in the study on the naive personality scale used for the purposes of the current study, which is the naive personality scale prepared by the researchers.

Fifth: Gullibility Personality

The naive personality is noted for its lack of social intelligence and life experience, its great trust in others, and its failure to keep personal secrets or privacy. It is also characterized by simple-mindedness and integrity of intention, making it easy to deceive or manipulate. This personality is also strongly linked to the tendency to believe improbable assumptions, which may be characterized by behaviors such as:[6]

1. Easily falling for fraud or schemes.
2. Easily convinced by the opinions or arguments of others.
3. Easily influenced by the feelings or behavior of others.
4. Trusting others without any evidence or proof.
5. Being unaware of others' motives.
6. Easily believing everything they are told and see without question.
7. Ignoring red flags or warning signs in dealing with others.
8. Taking things at face value without scrutiny.

Studies indicate that some people form impressions of personality traits based on facial appearance, such as trustworthiness, dominance, competence, and gullibility. In social interactions, people often rely on first impressions to form judgments about others [7]. More specifically, they infer some personality traits from faces. For example, people can make judgments about an individual's trustworthiness and competence simply by looking at their face [8]. We can expect that certain facial features may give the impression that gullible people display a tendency to deceive and exploit repeatedly and in multiple situations [9]. Based on all of the above, we find that there are facial expressions associated with gullibility. The following are some facial expressions that a gullible person might display[10]:

1. Tilt the head to the side while listening attentively.
2. Trusting others without question or hesitation.
3. Frowning or frowning when trying to understand something.
- 4- Easily expressing surprise or shock.
- 5- Raised eyebrows.
- 6- Wide-eyed, open-mouthed expression.
- 7- Appearing confused or bewildered.
- 8- Smiling or laughing at inappropriate times.
- 9- Excessive head shaking.
- 10- Body language associated with naivety.

Sixth: Theories explaining the naive personality

There are no theoretical ideas that implicitly talk about this character, especially since this concept is new and does not have special theoretical frameworks. Therefore, the following theories can be pointed out:

- 1- Psychoanalysis (Freud): Psychoanalysis is a set of theories developed by Sigmund Freud and his followers to understand psychological processes. It is primarily aimed at exploring the mental activities of the mind, systematic methods for understanding human behavior, and psychotherapy to help those with mental illnesses[11]. Freud believed that a child's early years represent the stage that creates their becoming, whereby childhood experiences transform into foundations that shape a person's future identity. Through psychoanalytic sessions with his patients, Freud concluded that most neurotic illnesses trace their origins back to childhood and the early years of patients' lives [12]. In the oral stage, there are two types of behavior during this stage: the first is receptive oral behavior (taking) and the second is sadistic oral behavior. Receptive oral behavior appears first and involves excitement and pleasure and is satisfied by other people through food. Adults who are fixed on the receptive oral pattern feel excessively attached to oral activities such as eating, drinking, smoking, and kissing. If children feel satisfied, they will have an oral personality in adulthood and will be excessively hedonistic in childhood. They continue to depend on others to satisfy their needs. As a result, these people are characterized by being naive, easily deceived, believing anything, and having an unusual trust in others, these people are called the negative oral personality [13]. Through this explanation, we can recognize that the naive personality is formed from the childhood stage.
- 2- Bandura's Social Learning: The concept of observational learning is important in personal psychology because it greatly affects the behavior of individuals. This type of learning does not always require direct experience, but rather depends on observing others and learning from their experiences. When Bandura talks about behavioral modeling in adolescents, he divides it into several types.

A- The first type (live modeling) states, "The model performs the target behaviors in the presence of the person to be taught those behaviors. In this type of modeling, the person is not required to perform the model's behaviors but merely observes them"[14].

B- The second type is (symbolic or pictorial modeling), which is a form of observational learning, where "learning occurs through watching symbolic or pictorial models (such as movies, television programs, comic books, video games, etc.) rather than watching real people.

C- The third type is (modeling through participation), which is that a person learns by observing the behavior of others (models) and imitating them, models can be real people (such as parents, teachers, or friends) or symbolic figures (such as characters in movies or books) [15].

D. The fourth type is blind imitation: This type simply copies and mimics a model's response without understanding or being aware of the response being mimicked. Examples include young children imitating their parents, children singing songs that mock their own children, or children uttering obscene words they learned without realizing their meaning.

E. The fifth type is learning through movies and the internet: In this type, the model is presented through the media, especially television and satellite channels, which are an important source of information. Here, the model's behavior is represented visually. New attitudes, emotional responses, and behavioral patterns can be transmitted through television and the media. The other, and the great spread and popularity of the various media, especially the World Wide Web, will increase the great role of symbolic modeling, as one model presented through one site on this network can influence thousands of viewers or those who enter this site [16], and usually the model influences the individuals who are influenced by it, and this is what we notice in social upbringing. For example, if the father was a model for the personality of his children and had naive behaviors, his children may be naive in the image of their father.

Seventh: Research procedures

1- Research Methodology

The researcher used the experimental approach based on an experimental design with two independent, equivalent experimental and control groups, with pre-tests and post-tests, to achieve the research objective of developing an educational program to modify the naive personality of middle school students, this is because the experimental approach is one of the most accurate approaches, based on tracing and discovering a fact or a matter. It is the method by which complex problems are solved, and it is an organized attempt to reach answers or solutions to questions or problems facing individuals or groups in their situations and aspects of their lives.[17]

2- Research community

It means all the vocabulary or units of the phenomenon under research, and it is known that it is all individuals who carry the data of the phenomenon under study, it is the group of research units from which data is intended to be obtained[18]. The current research community consists of all middle school students in the city of Mosul and was identified by reviewing the Education Directorate, the division and names of middle schools and the numbers and names of middle school teachers within the city of Mosul, as the number of students (boys - girls) reached (56212) for the academic year (2024-2025).

3- Research sample

It is defined as a subset of the original study community, selected by the researcher using various methods to accurately represent the research community[19]. It included (70 male and female students) selected from schools whose results showed that they needed a program to modify the naive personality. The sample was divided into an experimental group (34) and a control group (36) after adjusting for a number of variables (chronological age, intelligence level, parents' academic achievement, father's academic achievement, mother's academic achievement, gender, and student sequence).

4- Internal and external validity of the experimental design

A- Internal validity: This is achieved when the internal factors of an experiment are controlled so that they do not have an effect on the dependent variable (the naive personality) other than that caused by the independent variable, such that the difference between the experimental and control groups can be attributed to the independent variable itself and not to extraneous factors[20].

B- External validity: refers to the extent to which the results of the experiment can be generalized, meaning the extent to which the results of the independent factor in the experiment can be applied to situations outside its boundaries, and to which individuals and variables these results can be applied[21].

To ensure the external validity of the design, factors that compete with the independent variable in influencing the dependent variable were addressed, ensuring that they would not affect the relationship between the independent and dependent variables.

5- Research Tool

The tool, in its final form, consists of (48) items distributed across (3) domains. Each respondent's response was corrected by assigning weights to the response alternatives for the items, as follows:

- A- For the alternative, it applies to me to a great extent (3)
- B- For the alternative, it applies to me to a moderate extent (2)
- C- For the alternative, it applies to me to a small extent (1)

The highest score that a student can obtain is (144) and the lowest is (48) with a hypothetical average of (96). In order for the tool to be ready for application, the psychometric properties were extracted as follows:

First: Validity of the scale

The concept of validity indicates that the scale actually measures the trait it wants to measure [22]. The researcher presented the scale with its paragraphs, instructions, and correct answer key to (24) experts specializing in the field of educational and psychological sciences to ensure the soundness of the wording of the test paragraphs. The percentage of agreement between the experts was (88.8).

Second: Measure Reliability

Retest method-Test: This method involves administering the test to a group of individuals, then re-administering it to the sample after a suitable period and under conditions completely similar to those under which they were previously tested. The correlation coefficient between the two test scores is then calculated. The retest method is one of the most important methods for calculating reliability. A reliable test is one that produces the same or similar results if applied more than once under similar conditions [23]. The researcher used the retest method by administering the instrument to a sample of (40) male and female students. The reliability coefficient reached (0.83), which is considered a good indicator of the reliability of the instrument.

1- Correcting the Scale and Calculating Scores

The scale, in its final form, consists of (48) items distributed across (3) domains. Each respondent's response was corrected by assigning weights to the response alternatives for the items, as follows:

- points for the alternative (applies to a large extent) (3)
- points for the alternative (applies to a moderate extent) (2)

points for the alternative (applies to a small extent) (1)

Thus, the maximum expected score for an individual on the naive personality scale is (144), the minimum expected score is (48), with a hypothetical average of (96). Four levels were also identified for the level of the answer to diagnose the type of sample appropriate for subjecting it to the experimental design.

2- Final application of the naive personality scale

After the scale was ready, the researcher applied it to a sample of (830) male and female students distributed on both sides of the city, right and left.

An educational program

It is a set of strategies, activities, experiences, and academic knowledge planned and organized to achieve the objectives of the educational process[24]. It is a set of lessons, games, and activities prepared by the researcher based on multiple theoretical foundations, with the aim of modifying the naive personality. Among the objectives of the current research is to develop an educational program to modify the naive personality among middle school students. Therefore, the researcher constructed a program as follows:

1- Program Objectives:

General Objectives of the Educational Program:

- Modifying the naive personality pattern.
- Increasing self-awareness among students in the educational program.
- Providing students with appropriate behavioral strategies (individually and socially) at the level of feelings, emotions, behaviors, and awareness.

Specific Objectives of the Program:

- Providing students with positive daily habits.
- Developing personal competence among students, both personally and socially.
- Enhancing the sense of independence and self-confidence in daily life.
- Providing students with social intelligence skills.
- Enhancing students' ability to build positive and effective relationships with others.

2- Scientific Foundations Adopted by the Program:

The scientific foundations adopted by the researcher to develop the educational program can be summarized as follows:

A- The necessity of building a strong personality with self-confidence.

B- Developing the strengths of students' personalities.

C- Developing students' social intelligence.

3- Program Strategies

There are a number of determinants for selecting an appropriate strategy to modify a naive personality and achieve the program's objectives. The strategy can be used in light of the problem to be solved. These strategies contribute to:

A- Positive thinking strategy: Developing the individual's ability to control their thoughts and emotions, directing them in a self-directed direction, self-awareness, the ability to lead and control them, achieving goals and priorities, and working towards them while remaining optimistic and resisting negative thoughts [25].

B- Imagination strategy: Imagination is a mental process through which mental images of experiences are constructed and interacted with the components of memory and perception, resulting in new ideas that can be expressed in various ways, including oral discussion and drawing [26].

C- SWOT Strategy: An acronym for the following terms: (Strengths, Weaknesses, Opportunities, Threats). It is a systematic strategy designed to help improve individual performance, maximize their potential, manage competition, and reduce risks. It revolves around making better decisions, whether large or small [27].

D- Positive Self-Talk: It aims to encourage students to replace negative self-talk with positive self-talk, such as saying, "I am good. I am able to make my own decisions."

E- Social Relationship Management Strategy: It involves being sensitive to the feelings, intentions, and thoughts of others. It includes several skills, including nonverbal interaction with others, self-efficacy with others, and concern for the needs of others[28].

Fifth: Implementation Procedures

After determining the research community and its sample, and conducting the equivalence of the two groups, in addition to ensuring internal and external safety, the program sessions were implemented starting on (10-22-2024), and the program was completed on (12-2-2024).

Sixth: Statistical Methods

To achieve the research objectives and hypotheses, and to analyze and process the data statistically, statistical methods were used using the Statistical Package for the Social Sciences (SPSS) program.

Seventh: Presentation of the Results

Testing the Basic Hypotheses

This section will test the basic hypotheses of the study as follows:

- 1- There are no significant differences at a significance level of (0.05) between the results of the pre-test for the experimental and control groups.

Table (1) T-test results for the experimental and control groups for the pre-test

degrees of freedom	t-value		standard deviation	Arithmetic mean	Sample
	Tabular	favoritism			
68	1.960	0.600	4.212	101.117	empiricism
			5.285	101.805	control

Group	Mean	Standard Deviation	t-value		Degrees of Freedom (df)
			Calculated t-value	Critical t-value	
Experimental (Pre)	101.117	4.212	0.600	1.960	68
Control (Pre)	101.805	5.285			

From Table (1) above, it is noted that the mean of the experimental sample for the pre-test was (101.117) with a standard deviation of (4.212), while the mean of the control sample for the pre-test was (101.805) with a standard deviation of (5.285). It is also noted that from the value of the t-test, the calculated t-value was (0.600), which is less than the tabular value of (1.96), indicating that there are no significant differences between the results of the pre-test for the experimental and control groups. The absence of significant differences indicates the equivalence of the two groups before applying the experimental program, which gives the researcher greater confidence in the accuracy of the results that will be obtained after applying the experimental program.

- 2- There are no significant differences at a significance level of (0.05) between the results of the pre-test and post-test applications for the experimental group. This hypothesis was tested using the t-test and the results are shown in Table (2) below:

Table (2) T-test results of the pre-test and post-test applications for the experimental group

Group	Mean	Standard Deviation	t-value		Degrees of Freedom (df)
			Calculated t-value	Critical t-value	
Experimental (Pre)	101.117	4.212	31.534	1.960	66
Control (Pre)	63.941	5.432			

From Table (2) above, it is noted that the average of the experimental sample for the pre-test reached (101.117) with a standard deviation of (4.212), while the average of the experimental sample for the post-test reached (63.941) with a standard deviation of (5.432). It is also noted that from the value of the t-test, it appeared that the calculated t-value reached (31.534), which is greater than the tabular value (1.96), which indicates that there are significant differences between the results of the pre-test and post-test for the experimental group.

The presence of significant differences between the pre- and post-test results for the experimental group indicates that there was a real (and not random) change in the performance of the group members after implementing the educational program. This can be explained as follows:

A- Effectiveness of the educational program

The difference indicates that the program or intervention implemented between the two tests had a positive impact on the group, as the arithmetic mean of the post-test for the experimental group decreased.

B- Improved performance in the post-test:

The results indicate that students' performance improved significantly after the experiment, reflecting a direct impact of the sessions, activities, and skills implemented in the educational program.

C- Stability of the experiment's effect:

The presence of significant differences between the two tests reflects that the change was not accidental, but rather a direct result of the experiment, which supports the validity of the research results.

1- There were no significant differences at the significance level (0.05) between the results of the pre- and post-tests for the control group.

This hypothesis was tested using t-test and the results are shown in the table (3):

Table (3) the mean of the control sample

Group	Mean	Standard Deviation	t-value		Degrees of Freedom (df)
			Calculated t-value	Critical t-value	
Experimental (Pre)	101.805	5.285	0.469	1.960	70
Control (Pre)	102.500	7.133			

From Table (3) above, it is noted that the mean of the control sample for the pre-test was (101.805) with a standard deviation of (5.285), while the mean of the control sample for the post-test was (102.500) with a standard deviation of (7.133). It is also noted that from the value of the t-test, it appeared that the calculated t-value was (0.469), which is less than the table value (1.96), which indicates that there are no significant differences between the results of the pre-test and post-test for the control group. The lack of significant differences between the pre- and post-test results of the control group is attributed to the fact that the experimental program was not applied to this group. Therefore, the lack of change in their results between the two tests (pre- and post-tests) indicates that any subsequent improvement or change observed in the experimental group is actually due to the effect of the program and not to other factors such as experience, time, or repetition. In other words, the stability of the control group's results confirms that the independent variable (the experimental program) is the cause of any change observed in the experimental group.

2- There were no significant differences at a significance level of (0.05) between the post-test results of the experimental and control groups.

This hypothesis was tested using a t-test, and the results are shown in Table (4).

Table (4) T-test results for the experimental and control groups for the post-test

Group	Mean	Standard Deviation	t-value		Degrees of Freedom (df)
			Calculated t-value	Critical t-value	
Experimental (Pre)	63.941	5.432	25.332	1.960	68
Control (Pre)	102.500	7.133			

From Table (4) above, it is noted that the mean of the experimental sample for the post-test was (63.941) with a standard deviation of (5.432), while the mean of the control sample for the post-test was (102.500) with a standard deviation of (7.133). It is also noted that the calculated t-value was (25.332), which is greater than the tabular value of (1.96), indicating that there are significant differences between the post-test results of the experimental and control groups. The improvement in the post-test results in the experimental group after implementing the experiment can be explained as follows:

- A- Effectiveness of the Independent Variable: Improvement indicates that the treatment or experiment (the independent variable) applied had a positive impact on the performance of the experimental group.
- B- Achieving the Experimental Objectives: If the objective of the experiment was to improve a specific skill or knowledge, an improvement in the results indicates that the objectives of the experiment were met to a good degree.
- C- Comparison with the control group, which did not undergo the experiment and did not improve its performance on the posttest, strengthens the credibility of the effect the experiment had on the experimental group.
- D- Excluding Other Explanations: It is important to ensure that no other external factors influenced the results, such as additional training outside the scope of the experiment or significant individual differences.

EIGHTH: CONCLUSIONS

a- Recommendations

According to the research results:

The Naive Personality Scale was used in middle schools affiliated with the Nineveh Governorate Directorate in Iraq, to diagnose students who suffer from a naive personality and help them overcome their academic, educational, and psychological problems.

b- Suggestions

According to the research findings, the researchers propose the following studies:

1. The naive personality and its relationship to parental treatment styles among middle school students.
2. A case study of the naive personality among students suffering from personality disorders.

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