

Naive Realism and Its Relationship to Self-Awareness

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Abstract

The current research targets naive realism among university students, self-awareness among university students, and the relationship between naive realism and self-awareness among university students. The researcher suggests the following studies: Like the current research on other samples such as (employees in senior positions, professors, returnees, and displaced persons), and addressing other demographic variables such as (age, education, culture, and social status). It addresses the relationship of naive realism with a number of psychological variables such as (positive work, joint rumination, confirmation bias, cognitive biases, and attentional bias). It addresses the relationship of self-awareness and its relationship with a number of psychological variables such as (reflective thinking, emotional creativity, psychological adjustment, cognitive styles, and parental treatment styles).

Keywords: Naive Realism, Self-Awareness, Students, University.

1. Introduction

The university students' exposure to misleading and incorrect information plays a critical role in their negative adaptation, affecting various aspects of their personality, including the academic aspect. Low-achieving students are more prone to bias towards misinformation, jumping to conclusions without sufficient logical evidence, being less flexible in their thinking, tending to underestimate the likelihood of coincidence, and exaggerating the probability of causality between things and events. Students may attribute their thoughts and emotional states to external sources related to bad luck rather than to controllable and manageable factors (Al-Hamouri, 2017, p. 120). Despite the many reasons for the growing disagreement among individuals within a single society, one contributing factor is the tendency of people to view their own positions as superior to the views of those who disagree with them, even when the issues seem non-controversial (Van Prooijen & Krouwel, 2020, p. 124).

This tendency often leads people to judge those who hold opposing views as being significantly more biased than themselves or members of their own groups (Ditto et al., 2019, p. 273). In line with the above, naive realism, in its theoretical essence, is a naive reality bias that does not appear to be ideologically related (Robinson et al., 1995).

It has been observed that naïve realism bias plays a role in developing false polarization between both liberal and conservative groups (Sherman et al., 2003). There is reasonable evidence suggesting the existence of naïve realism across the ideological spectrum. Accordingly, a study by Conrique (2021) indicated that moral and cognitive relativism was associated with less hostility towards individuals with opposing views and higher hostility towards individuals with non-opposing views (Conrique, 2021, p. 4).

On the other hand, a study (Moskowitz, 2005) found that student participants believed that they were less likely and consistently to be biased than their other peers. The students answered a number of questions about personality traits and the extent to which they matched or compared with the traits of other students. The results indicated that most students were weak in most traits, meaning that they incorrectly labeled their personality characteristics, which provided support for the cognitive bias known as the Best Effect. After that, the students learned that (70-80%) of people fall prey to biases.

When asked about the accuracy of their self-assessments, it appeared that (63%) of the students had objective assessments, while (13%) of the students indicated that they believed that their assessments were very modest, and (4%) fall prey to biases (Moskowitz, 2005, p. 369).

It is worth noting here that self-awareness is the basis for self-confidence. Self-awareness also refers to the individual's ability to perceive his various emotions, as well as his ability to differentiate between what is negative and positive, and the individual's awareness of the connection between his feelings and thoughts, his knowledge of his abilities and potential, and the events, situations and external problems that surround him (Goleman, 1995, p. 27). A person is in constant need to know his strengths, weaknesses, or shortcomings, and he takes this knowledge as a basis for life decisions (Robinson and Scott, 2000, p. 67).

There is no doubt that low awareness in the individual generates a feeling of difficulty in recognizing others and difficulty in recognizing the information they present, in addition to the low impact of external standards, rules and laws, which may be reflected in low awareness, i.e. "low awareness of self-standards." Festinger confirmed that low self-awareness is associated with a higher degree of inclination toward the group, and a lower degree of compliance with it (McCleaven and Gross, 2002, p. 102).

The results of the study (Scheier & Carver, 1977) confirmed that individuals with a high sense of self are more emotional and more affected than individuals with a low sense of self (Scheier & Carver, 1977, p. 625). From another perspective, the results of the study (Al-Moussawi, 2002) confirmed the existence of a negative and statistically significant relationship between social behavior and sense of self (Al-Moussawi, 2002, p. 80). On the other hand, the study (Smith et al, 1987) which dealt with a sample of students from model schools and popular schools confirmed that students from popular schools are less aware or conscious of the self, have lower levels of happiness, and have negative attitudes toward school compared to students from model schools (Smith & Follick, 1987, p. 22).

Hence, the research problem becomes clear and is determined by revealing the concept of both naïve realism and self-awareness, as it is a subject that has not been studied yet, to the best of the researcher's knowledge. The research problem is summarized in the following questions:

Are university students characterized by naive realism? How aware are they of themselves and what is the nature of the relationship between naive realism and their self-awareness?!

Importance of the research: Individuals are exposed to a set of incorrect information in all areas of life that can lead them to systematic errors and deviations when making decisions (Azzopardi, 2021, p. 27), as the individual perceives and interprets reality according to his desires and not based on reliable information or rational thinking (Willard & Norenzayan, 2013, p. 379).

Psychologists in the mid-twentieth century argued this position and instead suggested that perception is subjective in nature, as it makes the individual perceive the world or reality more objectively (Griffin & Ross, 1991, p. 319). While many prominent psychologists have studied naive realism experimentally, including (Lee Ross), (Andrew Ward), (Dale Griffin) and others, in 2010, (Lee Ross et al) discussed many important implications of the concept of naive realism in social judgment, because people believe that their perceptions are realistic, this means that other rational people who They have access to the same information and will share these perceptions, and this assumption is one reason why people project their beliefs, feelings, and opinions onto others, such as assuming that a preference for 70s music over 90s music is a result of inherent superiority, so it seems natural that others would share this preference. (Čehajić-Clancy CT & Bilewicz, 2020, p.215)

Accordingly, Smallman & John (2005) explained that naive realism represents the everyday visual experience, that is, when we open our eyes, our visual system provides a rich, smooth, three-dimensional perceptual world. We notice everything in sight feels complete. We see the world objectively as it really is, it seems accurate, and it seems easy, it is immediately available and effortless. These feelings about visual experience are supported by the theory that visual perception works by a simple, straightforward process of taking in the world through the eyes and then reproducing the scene on an “internal screen” in the mind (Smallman & John, 2005, p. 6).

There is no doubt that naive realism represents the individual's belief in what he thinks is reality and truth, that is, he looks at reality objectively and with little bias. Therefore, the individual's contact with the outside world and the surrounding environment exposes him to many influences that shape his behavior and abilities. To confront these influences, the individual issues reactions. These influences also provide the individual with data and information called inputs, which he forms, arranges, and organizes in his own way. In other words, the information and experiences stored in his memory change and shape what he receives from the information from the outside world surrounding him, influenced by his motives and previous experiences, and he is influenced by the nature of the information he receives from the outside world and makes comparisons between it and what is stored in memory (Al-Moussawi, 2020, p. 1). In the study (Lucena et al, 2021), that aimed to reveal the effect of cognitive ability on the bias of individuals as a result of acquiring correct or incorrect information that results from representative reasoning among university students, it was indicated Its results indicate that the higher the cognitive ability, the lower the incidence of biases in decision-making, and that the essence of the concept of naive realism is the difficulty of decision-making as a result of information that is biased (Lucena et al, 2021, p. 108-205).

From this standpoint, the results of the study (Stokes, 2013) confirmed that individuals who have a high perception bias are less capable of reflective, logical, and analytical thinking, and it also affects students' academic achievement. The reason is that biased students tend to favor previous experiences and impressions without considering the facts of reality.

The results of the study also showed a relationship between hindsight bias and individual differences in age and gender. It also indicated that excessive confidence, fluctuations, familiarity with situations, and obtaining social desirability are other factors for this type of bias (Stokes, 2013, p. 879).

The results of the study (Pronin et al, 2002) indicated that naïve realism is the blind spot of bias, which is the ability to stop at the cognitive and motivational biases of others while failing to recognize the effect of bias on oneself. They explained that Stanford University students, through answering a number of paragraphs about the different biases in social judgment, found that the extent to which biases can affect students' judgment of their peers to a greater degree compared to other unbiased students (Pronin et al, 2002, p. 369).

Naïve realism is a cognitive theory with great explanatory ambitions, according to its proponents. According to its proponents, this theory can explain the distinctive presentational phenomena of perception. It can also explain why perceptions put us in a position to individually refer to what we perceive and gain unique knowledge about it. These reasons have led many philosophers to be drawn to naïve realism (Niikawa, 2021, p. 1127).

Daniel & Kim (2022) have shown that the idea of approaches to self-awareness can enrich current philosophy of perception, by showing how discussions of self-awareness can enhance our understanding of the phenomena of conscious perceptual experiences as a "case study," and by investigating the nature of the relationship between naïve realism, a contemporary theory of perception, and self-awareness, a model of self-awareness that emerged in the phenomenological tradition (Daniel & Kim, 2022, p. 150).

Self-awareness is an important concept in terms of referring to the internal direction and attention towards the self and the outside. It also helps the individual interpret information from the perspective of its relationship to the self's plans and works to enhance and strengthen the self (Berkowitz, 1982, p. 218). Self-awareness strengthens the individual's control over the data of his life, which increases the individual's horizons and increases his self-confidence. This is followed by a readiness to let himself go on his own spontaneity. This is the truth behind the opinion that the more the individual is aware of himself, the more spontaneous and creative he is in the tasks assigned to him (Saeed, 2008, p. 118).

It is worth noting that self-awareness is not an attention that leads to being carried away by emotions, exaggerating reactions, and magnifying what we perceive sensually. Rather, it is a neutral method that maintains self-reflection even during agitated emotions, as self-monitoring achieves a sober and satisfactory awareness of disturbed and complex feelings (Coleman, 2000, p. 74), as individuals realize their psychological state while experiencing it, and have an understanding image of it and possess prudence regarding their emotional life. Their clear awareness of their emotions represents the basis of their personal traits, and they are independent personalities, confident in their capabilities, and enjoy good psychological health and tend to

look at life positively when their mood is upset, and their thoughts do not become dominant. They are also able to get out of their bad mood as quickly as possible (Coleman, 2000, p. 76).

While (Huber, 1977) sees that consciousness is a connection between a subject and a self that are separated from each other in a precise separation, and one opposes the other, and one unites with the other, and this is what is proven by the psychological development of the living being, which ends with the confirmation of his personality, and consciousness is that the individual knows himself through the concept that he forms about his own effectiveness and he finally knows himself as "awareness of the subject and awareness of the self" through the concept that the individual forms about his emotional life through a system of processes that do not provide a basis for certainty, but they satisfy the immediate demands of the self, and the individual prefers the role that he plays in the objective concept of reality (Huber, 1977, p. 244).

The study (Al-Shammari and Al-Mahdawi, 2022) confirmed that self-awareness among female students in the kindergarten department, and knowing the significance of the differences among female students in the kindergarten department according to the academic stage, as the results concluded that female students in the kindergarten department enjoy self-awareness, and there are statistically significant differences in self-awareness among female students in the kindergarten department in the College of Basic Education - Al-Mustansiriya University according to the academic stage (Al-Shammari and Al-Mahdawi, 2022, p. 209), and on the other hand, the study (Sassi and Abu Khazam, 2023) showed that there are differences between male and female students in the dimensions of the self-awareness scale (private and general), and the results were in favor of female students in both dimensions, and the researchers found that there is a significant correlation between the dimensions of the mental health scale and the dimensions of the self-awareness scale (private and general) among the study sample members (Sassi and Abu Khazam, 2023, p. 104), and the study (Sabbar, 2023) aimed to show that university students have self-awareness to a good degree, Males are more aware than females, and there is a positive significant relationship between self-awareness and emotional creativity (Sabbar, 2023, p. 323).

- Research objectives: The current research aims to know the following:
 1. Naive realism among university students.
 2. Self-awareness among university students.
 3. The relationship between naive realism and self-awareness among university students.
- Research limits: The current research is limited to a sample of students from the University of Baghdad, from morning undergraduate studies, and four-year colleges, and from both genders (males and females), and from the two specializations (scientific and humanities), and for the academic year 2023-2024.
- Define terms.

First: Naive Realism: Griffin & Ross (1991): "It is the tendency to believe that one's thoughts are a true and objective representation of the world" (Griffin & Ross, 1991).

Operational definition: It is represented by the total score obtained by the respondent on the Naïve Realism Scale prepared for the current research.

Second: Self-awareness: Buss (1980): "The ability of the individual to direct attention either toward himself or outside of himself - toward the environment - and that this attentional direction causes a state of immediate evaluation" (Buss, 1980, p. 54).

Operational definition: It is represented by the total score obtained by the respondent on the Self-Awareness Scale adopted in the current research.

2. Theoretical Framework

First: Naïve Realism

Aristotle was the first to describe realism directly. In his book *On the Soul*, he described how the observer perceives the objects themselves through their hylomorphic image, "matter-form," which is transmitted through a material medium that is connected and intertwined with their impression in the eye. St. Thomas Aquinas championed realism in medieval philosophy, and realism was popular with many philosophers in the early modern era, including René Descartes, John Locke, Gottfried Wilhelm Leibniz, George Berkeley, and David Hume (Bernecker, 2008, p. 62).

In modern times, the concept of naïve realism has been taken from social psychology, which traces its roots to one of the founders of this field, the German American psychologist Kurt Lewin. Lewin's ideas were inspired by Gestalt psychology, a twentieth-century school of thought that focused on studying psychological phenomena in context as parts of a whole. From the 1920s to the 1940s, Lewin developed an approach to studying human behavior called field theory. Field theory suggests that a person's behavior is a function of the person and the environment. Lewin considered a person's psychological environment, or "life field," the personality, to be distinct from physical reality. During this time, subjectivist ideas also spread to other areas of psychology. For example, the developmental psychologist Jean Piaget argued that children, because they view the world through a self-centered lens, have trouble separating their own beliefs from those of others (Piaget, 1926, p. 156).

In the 1940s and 1950s, early pioneers in social psychology applied self-view to the field of social cognition. In 1948, psychologists David Cressel and Richard Crutchfield argued that people see and interpret the world according to "their own needs, their own meanings, their own personality, and their previously formed cognitive patterns" (Ross & Ward, 1996, p. 103).

Social psychologist Gustav Eschke expanded on the idea of social perception, suggesting that biases in personal perception led to misunderstandings in social relationships. According to Eschke, "We tend to resolve our confusion over the experience that others see the world differently from how we see it ourselves by declaring that these others, due to some fundamental intellectual or moral defect, are incapable of seeing things 'as they really are' and of reacting to them in a normal way. We thus imply, of course, that things are really as we see them, and that our ways of looking at them are the usual or normal ways" (Ichheiser, 1949, p. 1).

Social psychologist Solomon Ash argued that people differ because they base their judgments on different interpretations or ways of looking at different issues, yet they imagine that their judgments about the world are objective. Naive realism is the perception or knowledge of the environment, that is, seeing things as they are and as they appear, and that people reveal only the qualities that they have (Robinson et al, 1995, p. 404).

The term naive realism, as used in psychology today, was coined by social psychologist Lee Ross et al. in the 1990s and is related to the philosophical concept of naive realism, which revolves around the idea that our senses allow us to perceive things in society directly and without any intervening processes between them. That is, the individual is exposed to a lot of information in society that is incomplete in meaning, and the individual needs to fill this information gap and put it into a cognitive structure that is complete in meaning (Griffin & Ross, 1991, p. 319). Social psychologists in the mid-twentieth century were against this position and discussed it, suggesting instead that perception is subjective in nature (Hergenhahn, 2008, p. 18).

Naive realism has been studied empirically by many prominent social psychologists, including Lee Ross, Andrew Ward, Dale Griffin, Emily Bronin, Thomas Gilovich, Robert Robinson, and Dacher Keltner. In 2010, Ross et al.'s *Handbook of Social Psychology* recognized naive realism as one of "four hard-won insights into human perception, thinking, motivation, and behavior that represent important, and indeed foundational, contributions to social psychology" (Ross et al, 2010, p. 11).

Lee Ross and his colleague Andrew Ward identified three interrelated assumptions or "principles" that constitute naive realism. They argued that these assumptions are supported by an extensive line of thinking in social psychology, as well as numerous empirical studies. According to their model, people "believe that they see the world objectively and without bias," expecting that others will come to the same conclusions if they are exposed to the same information and interpret it rationally. They assumed that others who do not share the same views must be ignorant, irrational, or biased (Ross & Ward, 1996, p. 106).

Dretske (2003) argues that the only properties we perceive are those attributed to the objects being perceived, that is, there are no other properties of the objects that individuals perceive. For naive realists, there is reason to resist the strong transparency and self-awareness thesis because it suggests that introspection reveals only one of the associations, that is, some objects and properties independent of the individual. Transparency strictly obliges the individual to be independent of external phenomena, so that the individual's perceptual phenomena are entirely determined by the worldly entities in the environment (Dretske, 2003, p. 1).

Naive realists who are rationalists also commit themselves to three basic claims about the 'perceptual recognition' relation: First, that it is constitutive of the phenomenology of all perceptual experience, and this is a metaphysical thesis about the contribution made by the recognition relation to the overall phenomenology of experience.

Second, it is essentially non-representational, and therefore cannot be explained in terms of the contents of representational or intentional states.

Third: It occurs between the self and some entities independent of the mind, and this expresses the external tendency of naive realism in that the relevant recognition relationship occurs between the self and its external environment, and not some sensory stimuli, and this also indicates that the relevant recognition relationship only occurs in real cases, and not in unreal experiences (Dretske, 2003, p. 36).

Second: Self-Awareness

The concept of self is one of the important concepts in psychology, counseling, and psychological guidance, especially in mental health. Therefore, it is the main entrance to the components of personality and its characteristics in terms of the ongoing relationship with the environment and its ongoing interactions. It is also difficult to understand personality except through this dynamic interaction that occurs with the environment, in addition to the difficulties in understanding the apparent behavior of the individual, whether normal or deviant, except in light of this comprehensive image that the individual forms of himself, due to the importance of the apparent field in which the individual lives (Webb & Karatjas, 2024, p. 394). Locke (1960) demonstrated this importance in a study, and this was also clarified in the study of James (1902), and the study of Holt and Mead (1934), then came Bloomer, Irving Hoffman, Glaser and Duvall, Shire and Buss, and others, especially in the field of personality. And the field of social psychology (Al-Qaraghoul, 2011, p. 29).

The talk about the self-system becomes clear to us through research and review of what the works of philosophers, thinkers, psychologists and theorists include, of indications and statements of great importance for understanding the human psyche, the existential and psychological awareness of the human self, the realistic evaluation of it, and the acceptance of facts related to human capabilities, whether objectively or respecting the principle of individual differences that distinguish him from other individuals (Mograb, et al, 2024, p. 1-15). The visions of the concept of the self-have varied according to the diversity of theorists and philosophers. There are those who see it in its individual framework through the depth of the sense of self and awareness of its feelings, and others see it from the perspective of the society and culture to which he belongs. The nature of the self in its individual depths is diverse and has multiple visions between philosophy and psychology, depending on the culture, civilization, politics, and social systems of each society (Saeed, 2008, p. 115).

Cooley (1902) confirmed that the self can only be defined through awareness of it, meaning that the individual's knowledge of himself comes from the way others see him (Cooley, 1992, p. 81), while Cooley (1902), the owner of the Self-Valuation theory and one of the first social psychologists to research the subject of the self, which can only be defined through awareness of it, and he put forward the concept of the mirror, which means that the individual sees himself in the way others see him, and Cooley identified three types of feeling, which are as follows:

- A. Self-feeling includes the individual's idea of himself.
- B. Social feeling means the idea of others about the individual.
- C. Public feeling and social feeling that includes members of the group (Agustina et al, 2024, p.90).

While Park (2010) pointed out that man is the only being among living beings who is aware of himself, and that this awareness is his sense of maturity, as the individual is more aware in the final stages of self-perception, as a creative person, and that achieving awareness depends on the virtual self as a basic reference for the individual, and the essence of his awareness of himself and others (Park, 2010, p. 129).

Sigmund Freud (1962) believes that consciousness is a state of awareness connected to the external and internal world at the present moment. It represents the superficial part of the psychological apparatus and the pre-unconscious. Through the means of psychoanalysis, he was able to reveal the hidden meaning of our behaviors and removed consciousness from its centrality. For him, consciousness is only a temporary state of our psychological life, and its absence is greater than its presence (Freud, 1962, p. 23).

While Rogers (1951) indicated that self-awareness is the individual's idea of himself (Rogers, 1959, p. 200), John Dewey (1859_1957) refused to divide consciousness into its elements or units, and to trace the functions that consciousness performs as a source of that effectiveness, and in his opinion it constitutes an integrated unit, although he adopted the principle of the unity of membership and the external environment (Dewey, 1957, p. 71), and Ross (1975) believes that individuals who have a relatively fixed direction to the consciousness of individuals, and attribute their success to them in determining their fate and making their personal decisions that have an important impact on their social life (Duval & Slivia, 2002, pp. 49-61).

On the other hand, Goleman (1991) sees that the self is a set of schemas that define what is meant by (I) the subject (Me), the object (Mine), and the one that makes us feel our sense of ourselves and our world. Schemas are also formed in an attempt by us to organize information to understand our experience. They work as an interpretive and explanatory network through which we perceive subsequent experiences and then evaluate them (Muhammad, 2007, p. 287).

The results of the study by Pretorius and Plaatjies (2023) revealed that self-awareness as an emotional intelligence skill may have positive and important outcomes for school principals in managing and dealing with educational challenges and school leadership in general. The results indicated that self-awareness should be essential for school principals, and that improving the sub-skills of self-awareness, such as emotional awareness, self-esteem, self-confidence, assertiveness, and independence, may give school principals an advantage in success in school and as a principal. It is highly recommended that principals and staff consider self-development and hold workshops or seminars on emotional intelligence, specifically self-awareness (Pretorius & Plaatjies, 2023, p. 52).

Cheng et al (2024) studied self-awareness and daily functioning to explore their effects on caregiver burden for traumatic brain injury (TBI) survivors. The study sample consisted of (64) pairs of patients and caregivers up to (29) years of age after discharge from a comprehensive, environmentally oriented outpatient neurorehabilitation program. The results revealed that there were differences in caregiver burden. The study concluded that self-awareness measures should be comprehensive by considering various components of self-awareness. That is, increasing self-awareness in traumatic brain injury survivors in different areas has the potential to effectively reduce caregiver burden (Cheng et al, 2024, p.26).

The study of Al-Tkhayneh et al (2024) aimed to measure the level of self-awareness among university faculty members, considering different demographic variables such as gender, academic specialization, and experience. The research sample amounted to (172) faculty members from four universities in Jordan and the United Arab Emirates: two from Jordan and two from the United Arab Emirates. The study concluded that the level of self-awareness among the sample was average, and there were no clear differences between the genders in self-awareness among university faculty members. There were statistically significant differences among faculty members in the sub-dimensions of realistic caution and self-reflection based on the experience variable, in favor of faculty members who have 11 years or more of experience. There are statistically significant differences in realistic awareness and indifference to external signals among faculty members specializing in the humanities and social sciences compared to their counterparts in other disciplines (Al-Tkhayneh et al, 2024, p. 2906).

3. Research methodology and procedures.

First. Research Methodology: Descriptive research is one of the most common methods in the scientific explanation organized to describe a specific phenomenon or problem and depict it quantitatively by collecting standardized data and information about the phenomenon and subjecting it to study (Franeke & Wallen, 1993, p. 370). Correlative research is sometimes classified within descriptive research because it describes the current situation. However, correlational research differs from descriptive research in that the situation it describes is not like the situation described in self-reports or case studies that descriptive research relies on. Correlational research describes the degree of relationship between variables quantitatively, because the purpose of collecting data is to determine the degree to which quantitative variables are related to each other (Abu Alam, 2001, p. 279). The current research relied on the descriptive correlational method in the process of collecting and analyzing data.

Second. Research sample: The current research sample consisted of (500) university students distributed over (4) colleges of the University of Baghdad, Ibn Rushd College of Education, Languages, Engineering and Sciences for the academic year (2023-2024). The sample was selected from scientific and humanities specializations, males and females, and was selected using the random stratified method. Table (3) shows the research sample of students from the University of Baghdad.

Third. Search tools:

First: Naïve Realism Scale:

To measure Naïve Realism, the researcher looked at several scales, including:

1. Miller-Sally Scale (1981): Scale was developed by: John Miller and Richard Sally in 1981. It was applied to a sample of adults, and it consisted of (16) questions (Miller-Sally, 1981).
2. The Naïve Realism Scale for Adults, developed by Jerome Kav and Elizabeth Benson in 1996, consists of (30) questions (Kav & Benson, 1996).

3. Naive Realism Scale for Children: Scale was developed by: Ruth Lum and Jennette Gilliam in 2002, and it may consist of (20) questions (Lum & Gilliam, 2002).

- Collection and description of the items of the Naive Realism Scale

The researcher prepared the paragraphs of the Naive Realism Scale, by relying on the definition of (Griffin & Ross, 1991), the Miller-Sally Scale, the (Kav & Benson, 1996), and the (Dono Martín et al, 2018) scale. The researcher prepared (29) paragraphs in their initial form, in which the participants answered according to the 5-point Likert scale, whose alternatives ranged from "Always applies to me, often applies to me, sometimes applies to me, rarely applies to me, never applies to me" and the weights are given from (5-1), and the result is calculated across the 29 paragraphs, i.e. the scale is treated as one total factor (Taylor, 2014, p. 46), and Table (1) shows the paragraphs of the Naive Realism Scale.

Table (1): Sources of the items of the Naive Realism Scale

Paragraph	Source:
1, 2, 3, 4, 17, 18, 19, 20	Dono Martín et al, 2018
10, 12, 21, 29	Miller-Sally,1981
5, 6, 7, 8, 14, 16, 25, 26, 28	Theoretical Framework:
9, 11, 13, 15, 22, 23, 24, 27	Kav & Benson, 1996

Second: Self-Awareness Scale:

The researcher relied on the (Qaraghoul, 2011) scale to measure self-awareness, in which the researcher relied on Buss's definition (Buss, 1980) and his theory. The scale consisted of (23) paragraphs in its initial form, as individuals respond to it by indicating the extent to which the paragraphs match the answer scale.

- Scale Description: The self-awareness scale consists of (23) paragraphs, prepared for university students. The self-awareness scale may consist of two areas:

1. The field of private self-awareness: which refers to the knowledge of the perception or feeling that the individual gives to his thoughts, motives, emotions, reflections, and private feelings, and may consist of (13) paragraphs.

2. General self-awareness domain: which refers to the perception or feeling that an individual leaves with others in social situations and may consist of (10) paragraphs.

Thus, the self-awareness scale in its initial form consists of (23) paragraphs distributed over two domains. The paragraphs were classified on a 5-point Likert scale, which are: (always applies to me = 5, often applies to me = 4, sometimes applies to me = 3, rarely applies to me = 2, never applies to me = 1).

- Scale instructions and correction:

The researcher asked the respondent to indicate one of the five alternatives (always applies to me = 5) (often applies to me = 4) (sometimes applies to me = 3), (rarely applies to me = 2), (never applies to me = 1) for the scale items and to answer them honestly and objectively. This procedure is for scientific research purposes. The researcher also indicated that there are no right or wrong answers as much as they express the respondent's opinion and there is no need to

mention the name. The researcher asked the sample to answer the demographic variables, which are gender and specialization.

- Validity of the items for the two scales:

The researcher verified the validity of the paragraphs of the Naive Realism Scale, which numbered (29) paragraphs, and the paragraphs of the Self-Awareness Scale, which numbered (23) paragraphs, by presenting them in their initial form to a group of specialists in psychology, numbering (11) referees, Appendix (2), and the researcher explained:

The theoretical definition adopted in the study, the type of sample to which the scale will be applied, and I asked for their opinions and comments regarding the scale, the validity of its paragraphs, instructions, and alternatives, and whether it requires deletion or modification in a certain place. An agreement rate of (80%) or more was adopted as a criterion for accepting the paragraph and its validity, as shown in table (2).

Table (2): Percentages of the agreement of the referees on the items of the scales of naive realism and self-awareness

Paragraph sequence Naive realism scale	Approvers	Opponents	Percentage
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	10	1	90.90%
18	3	8	72.72%
Paragraph Sequence Self-Awareness Scale			
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23	11	-	%100
17	1	10	%90.90

Considering the arbitrators' opinions, the scale's instructions, corrections, and alternatives were approved. (28) paragraphs out of a total of (29) paragraphs for the naive realism scale were approved, and (22) paragraphs out of a total of (23) paragraphs for the self-awareness scale were approved.

- Sample paragraph clarity, instructions, and time calculation for the two scales:

To ensure the clarity of the scale's paragraphs and instructions, and to determine the amount of time required for the respondent to answer, the researcher applied the two self-awareness scales to a sample of (30) male and female students selected from the University of Baghdad in the Colleges of Arts and Engineering. It was found that the scale's instructions were clear, its paragraphs were understandable, and the time taken to answer the scale's paragraphs ranged between (8-13) minutes.

- Item Analysis:

Ebel (1972) indicated that the main goal of paragraph analysis is to obtain data on which to calculate the discriminating power of the scale items (Ebel, 1972, p. 392). The method of the two extreme groups (extreme balancing) and the method of internal consistency (the relationship of the item score to the total score of the scale) are two appropriate procedures in the process of paragraph analysis. Therefore, the researcher resorted to both methods in analyzing the paragraphs of the scales of naive realism and self-awareness. The following explains this:

➤ Extreme Groups method: Psychological scales require calculating the discriminating power of their items to exclude items that do not discriminate between respondents and keep items that do (Ghiselli, 1981, p. 434). Discriminatory power refers to the ability of an item to discriminate between individuals who have obtained the highest score on the test and those who have obtained the lowest score (Stang & Wrightsman, 1981, p. 51).

Kelly (1939) indicated that the best ratio for determining the two extreme groups, the upper and lower, in the case of large samples is the ratio of (27%) of the sample size. Ebel (1972) explained the basis for preferring this ratio as achieving the best compromise between two conflicting and desirable goals at the same time, which are obtaining the largest possible size and maximum variance for the two extreme groups (Ebel, 1972, p. 385). In this method, two extreme groups of individuals are selected based on the total scores they obtained on the scale, and each paragraph of the scale is analyzed using the t-test for two independent samples to test the significance of the difference between the upper and lower groups (Edwards, 1957, p. 152). To calculate the discriminatory power of each paragraph of the naive realism and self-awareness scales, the researcher followed the following steps:

1. The researcher applied the scales of naive realism and self-awareness to the sample of (500) male and female students.
2. Each form was corrected and the overall score for each was determined.
3. The grades obtained by the students are arranged in descending order (from highest grade to lowest grade).
4. Then, the percentage of (27%) was adopted to determine the two extreme groups of the highest scores and the same for the lowest scores, as choosing this percentage enabled us to obtain two groups with the largest possible size and maximum possible variation between them, and their distribution is close to the normal distribution (Stanley & Hopkins, 1972, p. 268). Considering this percentage (27%), the number of forms for each group reached (135) forms, meaning that the number of forms that were subjected to analysis reached (270) forms.
5. The researcher applied the T-test for two independent samples to evaluate the significance of the difference between the upper and lower groups on each paragraph. The paragraph is considered distinctive if the calculated T-value is higher than the tabular T-value, and Table (3) shows this. All paragraphs of the Naive Realism Scale are distinctive because their calculated T-value was higher than the tabular T-value of (1.96) at the level of (0.05) and a degree of freedom of (268).

➤ Internal Consistency Method:

Allen (1979) pointed out that the use of the internal consistency method, or what is called the paragraph-to-total relationship, is a method for verifying internal consistency in psychological scales, because this is an indication of the homogeneity of the scale's paragraphs in measuring the behavioral phenomenon, and this means that each paragraph of the scale follows the same path as the entire scale (Allen & Yen, 1979, p. 124).

The better-quality paragraphs are those that correlate to a higher degree with the total scale score (Nunnally, 1978, p. 261). Using the same data that were adopted in the method of the two extreme groups, Pearson's correlation coefficient was calculated to extract the correlation between the score of each paragraph of the scale and the total score for each of the scales. When testing the significance of the correlation coefficients using the Statistical Package for Social Sciences (SPSS), the results showed that all values correlated with the total score statistically, as they were higher than the tabular correlation value of (0.088) at the level of (0.05) and a degree of freedom of (498). Table (8) shows the correlation coefficients of each paragraph with the total score of the scale.

Table (5): The relationship between the paragraph and the total score of the paragraphs of the Naïve Realism Scale

Paragraph	Correlation value	Significance	Paragraph	Correlation value	Significance	Paragraph	Correlation value	Significance	Paragraph	Correlation value	Significance
1	0.42	Function	8	0.45	Function	15	0.36	Function	22	0.17	Function
2	0.43	Function	9	0.52	Function	16	0.42	Function	23	0.23	Function
3	0.49	Function	10	0.37	Function	17	0.48	Function	24	0.53	Function
4	0.32	Function	11	0.53	Function	18	0.48	Function	25	0.43	Function
5	0.48	Function	12	0.32	Function	19	0.37	Function	26	0.55	Function
6	0.33	Function	13	0.40	Function	20	0.15	Function	27	0.41	Function
7	0.45	Function	14	0.31	Function	21	0.41	Function	28	0.51	Function

Table (6): Paragraphs of the self-awareness scale using the method of the relationship between the paragraph score and the total score.

Paragraph	Correlation coefficient	Significance	Paragraph	Correlation coefficient	Significance	Paragraph	Correlation coefficient	Significance
1	0.46	Function	9	0.43	Function	17	0.50	Function
2	0.41	Function	10	0.44	Function	18	0.31	Function
3	0.37	Function	11	0.35	Function	19	0.42	Function
4	0.33	Function	12	0.39	Function	20	0.46	Function
5	0.37	Function	13	0.33	Function	21	0.39	Function
6	0.36	Function	14	0.38	Function	22	0.17	Function
7	0.40	Function	15	0.41	Function			
8	0.44	Function	16	0.46	Function			

- The relationship between the paragraph score and the domain score of the self-awareness scale:

To achieve this, the researcher extracted the correlation between the score of each paragraph of the self-awareness scale and the total score of the field in which it is located, based on the scores of all sample members. It was found that all correlations were statistically significant when compared with the tabular value of the Pearson correlation coefficient, which amounted to (0.088) at the level of (0.05) and a degree of freedom of (498), and table (7).

- The relationship between the domain score and the total score and the domain score and the domain score for the self-awareness scale items:

This was achieved by finding the correlation between the scores of the sample members within each domain of the scale and the total score of the self-awareness scale, in addition to the relationship of the domains with each other, based on the scores of all the sample members. It

became clear that the correlation coefficients were statistically significant when they were compared with Pearson’s tabular value of (0.088) at the level of (0.05) and a degree of freedom of (498).

Table (7): The relationship between the domain score and the total score of the scale and the domain score and the domain score of the self-awareness scale

The field The sort	Own self awareness	General self-awareness	Self-conscious
Private Self-Awareness	1	0.54	0.91
Public Self-Awareness	---	1	0.84

• Validity Indicates for the two scales:

A valid test is one that can measure the trait or phenomenon for which it was developed (Al-Zubaie et al., 1981, p. 39). Validity is the most important characteristic of any test, as it shows whether the scale measures the same characteristic. Validity assumes stability, but the opposite is not true (Goodwin, 1995, p. 100). The indicators of the validity of the naive realism scale were verified as follows:

Face Validity: This type of validity is represented by the initial examination of the contents of the scale, i.e., looking at the paragraphs and knowing what they seem to measure. This type of validity is achieved when a specialist examines the test and then concludes that its paragraphs measure what the test claims to measure (Weiner & Stewart, 1984, p. 79).

Since the judgment may be characterized by a degree of subjectivity, the scale is given to more than one judge. This procedure is consistent with what Ebel indicated that the best way to achieve apparent validity is for a number of specialists to estimate the extent to which the scale paragraphs represent the characteristic to be measured (Ebel, 1972, p. 79). The two scales were presented in their initial form to a number of judges, numbering (11) judges, to obtain an estimate of the extent to which the scale paragraphs represent the characteristic to be measured. Their approval was obtained for the scale items as was previously done for the validity of the scale items.

• Reliability of the two scales:

Stability refers to the degree of consistency and repeatability in the same phenomenon, and high stability measurements include a lower amount of measurement error (Goodwin, 1995, p. 4). Psychological measurement literature has indicated the possibility of measuring stability in several ways. Cronbach believes that the consistency of response scores is achieved through a series of measurements, including internal consistency, which is achieved if the scale items measure the same concept, and external consistency, which is achieved when the scale continues to give the same results if it is reapplied during a specific period of time (Holt & Irving, 1971, p. 60). The researcher extracted the stability of the naive realism and self-awareness scales in this way, as follows:

• Alpha Cronbach: This method is used to extract the stability of the scale and depends on calculating the correlations between the paragraph scores based on each paragraph of the scale independently (Brown, 1976, p. 86). Thorndike and Hegen (1989) indicated that extracting

stability according to this method depends on the consistency of the individual's response to each paragraph of the scale, and it depends on the standard deviation of the entire scale and the standard deviation of each paragraph on the scale (Thorndike and Hegen, 1989, p. 79). To extract stability in this way, all the research sample forms were relied upon, then the researcher used the Alpha Cronbach equation for the naive realism scale, and the stability coefficient reached (0.81), and the stability coefficient for the self-awareness scale reached (0.72), which is a good stability coefficient that can be relied upon.

- Statistical indicators of the scale of naive realism and self-awareness:

After applying the two scales of naive realism to the research sample members, numbering (500) male and female students, the researcher obtained a number of statistical indicators shown in Table (9). Since the distribution of the sample members' scores on the scale was a moderate distribution, if the value of skewness and kurtosis was within a standard range of less than (± 1.96) (Cleophas, 2017, p. 107), the researcher resorted to using parametric statistical methods in analyzing the research data statistically. The statistical package (SPSS) was relied upon to extract the statistical indicators. Table (8) shows the statistical values as follows:

Table (8): Descriptive statistical characteristics of the items of the naive realism scale

Scale Indicator	Naive realism	Self-conscious
Mean	96.52	80.38
Median	97	81
Mode	97	71
Std.Dev	14.06	10.39
Skewness	-0.10	-0.18
Kurtosis	0.89	0.92
Minimum	29	24
Maximum	134	109

- Statistical Means:

The researcher used the Statistical Package for Social Sciences (SPSS) in the procedures for analyzing the research results, using the following statistical methods:

1. One-sample t-test: It was used to measure naive realism and self-awareness among university students.
2. T-test for two independent samples (T-test): This statistical method was used to extract the discrimination of the items in both scales.
3. Pearson Correlation Coefficient: This statistical method was used in the following places:
 - A. The relationship of the paragraph to the total score of the two scales.
 - B. Finding the correlation between the research variables.
4. Cronbach's Alpha Coefficient for Reliability: To extract the reliability of both scales.

4. Discussion:

Objective (1). Naive realism among university students: To achieve this goal, the researcher applied the naive realism scale to the research sample members, numbering (500) male and female students. The results showed that their average scores on the scale amounted to (96.52) degrees, with a standard deviation of (14.06) degrees. When balancing this average with the hypothetical average (the hypothetical average for the (naive realism) scale was extracted by adding the weights of the five scale alternatives and dividing them by their number, then multiplying the result by the number of scale paragraphs, which amounted to (28) paragraphs) for the scale, which amounted to (84) degrees. Using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic average, as the calculated t-value was higher than the tabular t-value, which amounted to (1.96), with a degree of freedom of (499), at a significance level of (0.05), and table (9) shows this.

Table (9): T-test for the difference between the sample mean and the hypothetical mean for the naive realism scale

Sample	Arithmetic mean	Standard deviation	Hypothetical average	Calculated T-value	Table T-value	Degree of freedom	Significance level
500	96.52	14.06	84	19.91	1.96	499	Statistically significant

The result of table (9) indicates that the research sample has a high degree of naive realism. This result can be explained according to the adopted theory that naive realism makes individuals believe that they interpret reality as it is objectively, as other individuals must agree with them even if they do not. This is due to reasons including that they have not been exposed to the same information that the person knows, and they may not be able to reach reasonable conclusions from objective reality. Therefore, people distort reality based on self-interest or ideological claims, meaning that individuals' perception of topics here is not objective, as individuals' ideas must be changed so that they are not realistic and consistent with reality (Ward et al, 1997, p. 408).

The theory of change also indicated that the ideas and beliefs that people hold, consciously or unconsciously, about the ideas in which people envision and understand the change of the world that are saturated with their underlying beliefs about life and the nature of human beings and society, and these beliefs control people's behaviors and choices in a profound way, and therefore the processes of change are carried out by individuals by modifying habits, ideas, values and purposes associated with them or abandoning acting differently in response to random "unique" or systemic factors - and this is not an easy matter, and it is driven by a complex set of cultural, demographic, economic, environmental, political, religious, scientific and technological forces, and in the way the individual perceives this change (Reeler, 2007, p. 237-238).

This result is consistent with the study of Hadley & Cantril (1954), whose results revealed that two groups of students from Dartmouth and Princeton universities viewed things personally, and each group believed that they had seen events objectively and that the other party's perception of events had been influenced by bias, and the study of (Dono Martín et al, 2018), and the study of (Niikawa, 2021), which indicated in its results that the research sample was characterized by naive realism.

Objective (2). Self-awareness among university students: To achieve this goal, the researcher applied the self-awareness scale to the research sample of (500) male and female students. The results showed that their average scores on the scale amounted to (80.38) degrees, with a standard deviation of (10.39) degrees. When this average was compared with the hypothetical average of the scale, which amounted to (66) degrees, and by using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value, which amounted to (1.96), with a degree of freedom of (499), and a significance level of (0.05), and table (10) shows this.

Table (10): T-test for the difference between the sample mean and the hypothetical mean for the self-awareness scale

Sample	Arithmetic mean	Standard deviation	Hypothetical average	Calculated T-value	Table T-value	Degree of freedom	Significance level
500	80.38	10.39	66	30.94	1.96	499	Statistically significant

The result of table (10) indicates that the research sample has a high degree of self-awareness. This result can be interpreted as indicated by Buss' theory, which assumes that individuals with a high sense of self are more aware and knowledgeable of themselves, compared to people with a low sense of self. That is, the individual is aware of himself and can employ his own abilities to confront social life situations while being aware of himself.

Buss shows that the characteristic of feeling the private self is achieved through the occurrence of private causes. Focusing on the self is for a brief period as a result of the surrounding stimuli that lead to arousing attention. In this case, awareness represents a transient state, meaning that the students' feelings for themselves represent a characteristic of them. As for the public self, it focuses on the individual's attention to himself as a social subject, meaning that it includes the characteristics and qualities that can be observed. Society determines the way in which individuals present themselves.

This result was consistent with the study (Al-Qaraghoul, 2011), whose results indicated that university students are characterized by self-awareness (Al-Qaraghoul, 2011, 148).

Objective (3). The nature of the relationship between naïve realism and self-awareness among university students: To achieve this goal, Pearson's correlation coefficient was used to calculate the correlation coefficient between the total scores obtained by the sample members on the scale of naïve realism and self-awareness. The results showed that there is a statistically significant direct correlation between naïve realism and self-awareness, as the calculated correlation value reached (0.60), which is higher compared to the tabular Pearson correlation coefficient value of (0.088) at the level of (0.05) and a degree of freedom of (498), and the circle (11) illustrates this.

Table (11): The relationship between naïve realism and self-awareness

Variables	Indicator	Values
Realism \ Naivety \ Self-awareness	Calculated correlation coefficient	0.60
	Tabular correlation value	0.088
	Degree of freedom	498
	T-value of correlation coefficient	16.74

5. Results:

This result can be explained by the concept of naive realism, which represents a human tendency to believe that we see the world around us objectively, and that people who disagree with us may be irrational or biased. Naive realism also provides a theoretical basis for many other cognitive biases, which are systematic errors when it comes to thinking and making decisions. As Lee Ross et al. have shown, our senses allow us to perceive things directly and without any intervention processes (Ross & Ward, 1996, p. 103). Naive realism also involves a series of considerations about those who disagree with these views. Ward et al. (1997) stated that naive realism makes people believe that they interpret reality as it is objectively (Ward et al., 1997, p. 408).

Social change processes refer to the process by which individuals and societies modify or abandon their associated customs, ideas, values, and leading purposes to act differently in response to random, "unique" or systemic factors. This is not an easy matter, and it is driven by a complex set of cultural, demographic, economic, environmental, political, religious, scientific, and technological forces, individual but often in a co-evolutionary combination. Regardless of the evolutionary, conflictual, or functional explanations, there are diverse ways and forms of social change processes and the way the individual perceives this change (Reeler, 2007, p. 237-238).

To achieve the objectives of the current research, the researcher prepared the naive realism scale and adopted the self-awareness scale of (Al-Qaraghuli, 2011), which consists of two areas: (private and public self-awareness). The research sample consisted of (500) university students who were randomly selected and distributed among (4) colleges of the University of Baghdad, namely: (Ibn Rushd Education for Humanities, Languages, Engineering, and Sciences). After that, the researcher extracted the psychometric characteristics of validity and reliability. The reliability coefficient of the naive realism scale using the Cronbach's alpha method reached (0.81), while the reliability coefficient of the self-awareness scale using the Cronbach's alpha method reached (0.72). After processing the statistical data using the statistical package (Spss), the researcher reached the following results:

1. It was found that the research sample has naive realism.
2. It was found that university students have self-awareness.
3. There is a direct and statistically significant correlation between naive realism and self-awareness. The researcher came up with a set of recommendations and suggestions.

6. Recommendations:

Based on the results of the current research, the researcher recommends the following to the concerned and relevant authorities, including the Ministry of Higher Education and Scientific Research:

1. A number of courses and seminars were held to introduce the concepts of naive realism and self-awareness by specialists in educational and psychological guidance to students in government universities.

2. A conference was held by the Ministry of Higher Education on the impact of the concept of naïve realism and the increasing rate of violence and extremism among young men in Iraqi universities.
3. Designing programs to support community integration by specialists in the Ministry of Higher Education based on the results of current research to involve young men and women in building community capacities away from violence and extremism.
4. Activating the role of civil society institutions in cooperation with the Ministry of Labor and Social Affairs, especially organizations concerned with youth affairs, to raise their level of awareness.

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