

THE SELF-AWARENESS FOR THE STUDENTS OF THE KINDERGARTEN DEPARTMENT

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ABSTRACT

The research aims to measure the self-awareness for the students of the Kindergarten Department at the University of Baghdad / College of Basic Education - Mustansiriyah University for the academic year (2017-2018), (557) students were selected according to the proportionate random sample, which was distributed according to the college by (286) students from the Faculty of Education for Girls and (271) students from the Faculty of Basic Education. For the purpose of identifying a sample representing the community, Determine the number of female students of the Department of kindergartens (400) students, and (71,813) of the original community, dispensers according to stages and the questionnaire was based on (50) paragraph and the analytical descriptive research method was used, The researcher used T-test and the Arithmetic mean to test the Research Objectives.

Key words : self-awareness, kindergarten Department.

RESEARCH METHODOLOGY

First: Research problem

An individual who has no self-awareness in communication with reality is unable to cope with life situations, and has difficulties in learning the experiences he experiences. This makes him incapable of keeping up with the community and following the standards of society. To retaliate against others for their isolation or surrender to life's pressures and inability to confront them .

This leads to the intellectual waste of the individual that the loss of control and the failure of the management of life because of the repeated failures, which is reflected in the lack of planning in decision-making and solving the problems facing it, as well as accompanied by low control in the control of emotions and thus fall into the cycle of conflict and connect to Disability (Hijazi, 2005: 169-197).

Second: The importance of research

Self-awareness is an important part of an individual's life, by teaching individuals to see themselves and to see them in a clearer way. Self-knowledge, feeling, and awareness stems from the individual's observation of himself and the full awareness of his or her own feelings (Kleinke, 1978: 218).

Thus, awareness has a great role in the development of the self and upgrading it effectively towards areas of success and excellence and identify the strengths and weaknesses of emotions and sold in the behavioral aspects and try to see the self in another positive perspective and under the alternatives of thinking of the negative citizen and the possibility of seeing them in a positive image (Said, 2008: 128).

Goleman noted individuals with self-awareness who have a real motivation to achieve their goals, relying on internal strengths to achieve goals, and that moving toward goals and perseverance to achieve them is a self-motivated force to achieve those goals. Problems,

overcoming obstacles and coping with them. Self-awareness helps control various confrontations, impulses, self-motivation and personal fitness. These are the most important social and emotional skills that characterize individuals in the most successful social life (Goleman, 1995: 43).

Serfon& Beck believes that self-awareness determines the level of motivation and reflects it through their efforts in their work and the length of time in which they stand up to the obstacles. The more individuals are confident in their self-efficacy and awareness, the greater their effort and determination to overcome their corresponding Obstacles Although individuals who have doubts about their own abilities are successfully trying to solve their problems (Al-Jasser, 2007: 28)

Self-awareness is important in the ability to guide the individual, organize and adjust his directions, emotions, ideas and aspects of his behavior. The effect of consciousness extends in different dimensions of personality and can control inappropriate actions (Habib, 1997: 50).

If the individual's psychological awareness is necessary, self-awareness will become more important because it studies the individual, and the knowledge, perception and feeling of the psyche stems from a person's observation of himself and his awareness of the truth of his feelings (Saif, 2001: 30)

Third: Research Objectives

The current research aims to identify:

- 1 -The self - awareness for students of the KindergartensDepartment
- 2 - The significance of differences in self - awareness depending on the variable stage of the students in of the kindergartens Department .

Fourth: Search Sample

The research community included The students of the of the Kindergarten Department at the University of Baghdad / College of Basic Education - Mustansiriya University for the academic year (2017-2018), the number of (557) student (286) students, which constitute (346, 51) Faculty of Education for Girls, with (271)

students, which constitute (48,654) of the Faculty of Basic Education, dispensers according to stages.

THE THEORETICAL SIDE

First : Definition of the self - awareness

The awareness is a general concept that expresses the knowledge of the things and events involved in taking a variety of images, types and levels, all of which indicate an awareness of what is around us. This is called awareness or awareness of feelings within us and our past and present. This is called memory or awareness of relationships. This is called imagination or intelligence. We can recognize it in solving the problems we face. Awareness is an objective stage of being aware of new things, things, events and ideas that fall within and outside the self (Farthing, 1992: 6).

The knowledge of the individual himself and his awareness of his emotions and apparent and latent causes and the use of his ethical standards, which feel his humanity and the use of his human principles, makes this knowledge the importance of gaining positive skills in managing himself and how to deal with the environment and this qualifies him to accomplish his humanitarian mission and his effective contributions and personal ambitions (Al-Anzi, 2006: 155).

Consciousness, imagination, intuition, sense, conscience and will. There are also values, principles, life events, volatile conditions and social systems. This vast mixture of consciousness components works in a very complex way and each component contributes in different proportions from person to person. The latter makes each individual kind of consciousness different from the consciousness of others (Solomon, 2005: 82).

And self-awareness of the topics of great importance in mental health and psychological counseling, as pointed out by some research and studies, there are many theories of scientific and psychological, which put many concepts and principles explaining some of the psychological phenomena associated with the social system on the one hand and the psychological system on the other hand and the system of self that may intensify Our attention to what surrounds us and towards ourselves and determines our behaviors when confronted with life situations has crystallized our perception of our sense of our existence

and ourselves and our insight in assessing ourselves and our perception of our internal and external world and how to act when we hit positions with its difficulties and crises and dangers and in what ways we can face them and at any time we are able to monitor our actions (QaraGhuli, Akkili, 2012: 53).

Philosophers and thinkers have attached importance to the concept of self-awareness over time. It is not surprising that the diversity of their directions on the one hand and the diversity of vision on the other, because they have taken many of their intellectual efforts, some of them see through the depth of the sense of self and awareness in their individual framework and there are those who see it in the framework of culture, He sees it in civilization, the self-being of multiple visions between psychology and philosophy in its individual depths and there are trends of association within the framework of culture, civilization and social systems (Said, 2008: 115).

Velman (1996) noted that some scientists see the concept of consciousness as synonymous with the concept of self-consciousness, for example when an individual is aware of other people or the outside world is not the same, expressed by reflexive consciousness where the self is the subject of consciousness).

The individual must have the belief that he is capable of coping with challenges and controlling things in his life, his ability to control his emotions, his awareness and guidance in the service of certain goals. (Emerging, 2005: 2).

Second : Types of self-awareness

Goleman (2000) sees two types of self-awareness:

1. Self-awareness: The individual's attention and feeling are limited to himself in the non-shared aspects of others which are feelings, motives and emotions.
2. Public self-awareness in which the individual's attention and feeling are limited to interaction with others in social subjects (Goleman, 2000: 16.)

(Duval and Wiclund 1972) noted two types of self-awareness:

1. Objective self-awareness: Self-awareness is limited and focused on the individual.
2. Self-awareness: Self-awareness is a state of consciousness in which attention is drawn to the personal history of the individual or the sense of the environment of his body, ie, a focus on external events (Shammari, 2000: 5).

Bass (1980, Buss) emphasized two types of self-awareness:

The first is self-awareness, which is the transient state of attention and feelings

Internal.

The second is the general self-awareness, which is the environment or the external, and the individual's attention is focused on himself to describe it as a social subject or the attention of others when the social subject is in a public place where his motives, , 1980: 22-34 Buss).

Goleman identified three dimensions of self-awareness that include:-

1- Emotional Awareness:

The emotional awareness of the individual is an awareness of his emotions and relate to what he feels and thinks and what he does and knowledge that his feelings affect his performance and values and goals, the emotional system complex and complex in the composition of the individual and has a relatively stable and identify the personality early in his life Individuals who are characterized by their own mood and emotions managed by They are good at handling and understanding others' feelings well and they are more self-satisfied and distinct in most social and practical areas of their lives (58: Goleman, 2000)

The concept of self-awareness is based primarily on the individual's self-awareness of his emotions, and this requires that the brain be active so that it can be called and identified as excited emotions (Robinson and Scott, 2000: 43).

2- Accurate Self-Awareness:

A careful assessment of ourselves means self-awareness, self-acceptance, acceptance and reliance on

the complexities of being able to use what we know about ourselves to get the results we want in our lives without worrying about accepting or not accepting others. To recognize negative and positive traits "(Sadiq, 2008: 40-41).

In order for an individual to accurately evaluate himself, he should not be satisfied with himself but should know the opinions of others. The intelligent, emotional individuals assess their performance by knowing their strengths and weaknesses so that their performance is better and to know what they need to develop in their personality.

Self-assessment takes two aspects of self-evaluation, one of which is a negative evaluation of the self and this leads to a sense of failure as a result of the increase and exaggeration in the self-evaluation The other side leads to success and accompanied by knowledge of weaknesses and strength is a positive evaluation (QaraGhuli and Akkili, 2014: 96)

The individual's sense of what surrounds him and what is in himself and a sense of his behavior and reality and his observation of his emotions and feelings and his self-esteem helps the individual to see his experiences from different angles and this reflects the extent of the individual's ability to criticize his actions and behavior and behaviors in situations and identify the weaknesses and strengths in personal characteristics and recognition of this Weakness, respect and appreciation of the same (the oppression of Guli and Akkili, 2014: 81).

3- Self-Confidence:

Self-confidence is essential for everyone. It is almost impossible for any individual to dispense with a position of attitude or something about the need for a degree of self-confidence, whether in the field of social life, work or education, and that self-confidence is one of the personal qualities that have to do with leadership And the ability to make sound decisions (Kirk & Locke, 1991: 58).

By trusting ourselves, we reach the level of the soul where we can discover and express ourselves in order to achieve what is good for us (Sadiq, 2008: 43).

Often individuals have self-awareness of what they think, and their self-confidence is high and their conviction is strong and they have a belief that all problems can be overcome, overcome and confronted, and conscious gradient in the analysis of attitudes and challenge and attention to all actions and record feedback reactions and work on self-monitoring continuously (al said and Abdelkader, 2006: 26).

DATA ANALYSIS

First : The Statistical characteristics of theSelf-Awareness

From the extraction of the descriptive properties of the responses of the research sample , it was found that the sample scores on the scale **The Self-Awareness**were closer to the normal distribution, as shown in Table (1)

Table (1): The Statistical characteristics of the Self-Awareness

Mean	0825,167
Median	169
Mode	189
Std.Deviation	42565,27
Variance	166,752
Skewness	386 -,0
kurtosis	189 -,0
Range	149
Minimum	76
Maximum	225

-Final application: The researcher applied the scale of the Self-Awareness on a sample of (400) students randomly selected (200) students from The students

of the of the Kindergarten Department at the University of Baghdad / and (200) students from the College of Basic Education - Mustansiriya

University the Faculty for the academic year (2017-2018),.

Statistical means: For the purpose of completing the research procedures, and calculating the results of the researcher used the methods of descriptive statistics, and the explanatory shown below using the statistical bag for social sciences (SPSS):-

- 1- T-Test: To determine the difference between the mean scores of the upper and lower groups for each of the two scales when calculating the force of excellence.
- 2- Pearson correlation coefficient: To find the correlation between each paragraph and the total score of the scale, and also used to extract the stability by way of re-testing

- 3- Alpha Kronbach equation for internal consistency: used to extract the internal stability of the scale.
- 4- The arithmetic mean and the standard deviation: To calculate the distribution of the scores of the sample according to the research variables.
- 5- The testing of two independent samples: to find the differences between the parameters according to the variables of the research.

Second : Objective analysis

- 1- The self - awareness for students of the KindergartensDepartment.
In order to verify this objective, the researcher used the T-test for the difference between the sample mean and the Satisfaction mean of the entrepreneurship in work. The result was a function as shown in Table (2).

Table (2) T-test of the difference between the sample mean and the Satisfaction mean of the Self-Awareness scale

Significance	Average squares	T tabled	T calculated	Satisfaction mean	standard deviation	Arithmetic mean	the sample
) 0.05(399	96,1	396,23	135	425,27	082,167	400

This indicates that the students of the Kindergarten Department have self-awareness. The researcher explains the result that the students are the conscious and conscious segment possessing the energies that can make an effective contribution in setting the goals and achieving them if they possess the strong will that strengthens their determination to insist. The best ways to face problems, as well as social development, which gained by the concepts through which you can monitor itself and monitor the external environment.

This can be explained according to Goleman (1995), which points out that self-conscious individuals have a real motivation to achieve their goals and rely on inner strength, self-motivation, and ability to plan and accomplish. Self-awareness helps the individual to

control confrontations and impulses (Goleman, 1995: 43). This result was consistent with the results of the study of Al-Kaabi (2010), Al-Qarghuli (2011), (Hadi, 2011) and (Al-Badiri, 2014), whose results indicate that university students are self-aware.

2- Identify the significance of differences of the Self-Awareness by stage (1st, 2nd, 3rd, 4th)

In order to identify the differences in self-awareness among the students of the kindergarten department according to the variable of the academic stages, the researcher calculated the mean arithmetic and the standard deviation and all stages, as shown in the table (3)

Table (3)
The arithmetic mean and the standard deviation of the self-awareness scale of the four stages

The simple	The stage	Arithmetic mean	standard deviation
100	first	840,174	426,24
100	second	174	113,25
100	third	360,160	594,27
100	fourth	130,159	705,28
400	sum	082,167	425,27

In order to determine the significance of the differences between the mean scores of the sample, the researcher used the analysis of the mono-variance where the results were as shown in the table (3)

Table(4)
Single analysis of the significance of the differences on the self-awareness scale according to the variable of the study stage

Source of variation	Total squares	Average squares	DF	F value calculate	Level of significance
Between groups	487,21646	496,7215	3	261,10	0,05
Within groups	790,278467	201,703	396		
sum	278,300114		399		

Table (4) shows that the calculated alpha value (261.10) is greater than the numerical value of (2.60) at the level of significance (0.05) and the freedom levels (3) and (339) which means there are differences between the four stages , The third and fourth stage in the self-awareness scale. To find out the source of the difference, the researcher used the tukey test for the dimensional comparisons. The results of the comparisons between the first and second stages of Not significant, the first and third stages Not

significant and for the first stage, Not significant for the second phase, and the second and fourth stage for DSA The difference between the stages in the uniqueness of the characteristics of the student personality in the investment of the potential and abilities that they have and how to benefit from the efficiency of employment in the areas of life, The students in these two stages are more stable and adaptive and this helps to acquire new awareness skills, and Table (4) shows this.

Table (5)

Evaluate the difference between the circles and the values of the critical TOKI test to identify the significance of the differences in the self-awareness scale according to the stages of study

Comparisons	simple	Arithmetic mean	The difference between the two mean	Toky values	Significance
First second	100 100	84,174 174	84,0	24,10	Non-Significant 0.05at
First Third	100 100	84,174 36,160	48,14	24,10	Significant0.05at For the 1 st
First Fourth	100 100	84,174 13,159	71,15	24,10	Significant0.05at For the 1 st
Second Third	100 100	174 36,160	64,13	24,10	Significant0.05at For the 2 ^{ed}
First Fourth	100 100	174 13,159	87,14	24,10	Significant0.05at For the 2 ^{ed}
Third Fourth	100 100	36,160 13,159	23,1	24,10	Non-Significant 0.05at

CONCLUSIONS

In light of the results of the research, the researcher concludes what follows:

- 1- The students of the kindergarten department have a self-awareness of good perception and confidence in themselves in choosing the best ways to solve problems and set goals in appropriate ways.
- 2- There are differences in the dimensions of self-awareness among female students of the kindergarten, depending

on the variable phase of the study in favor of the first and second.

RECOMMENDATIONS :

In the light of the findings of the researcher, she recommends what follows:

- 1- Urge students to increase attention to the process of self-awareness of the importance of this concept in various aspects of future life.

- 2- The centers of the development of teaching university to identify the members of the faculty of self-awareness through a training program to be trained to employ it in their lectures and means to strengthen them and ways of positive interaction with them.
- 3- The role of the technical committees in the kindergarten section by issuing wall posters and posters that develop self-awareness among students of the kindergarten department.
- 4- The Ministry of Education shall issue brochures containing various activities to teach self-awareness to kindergarten teachers.
- 5- Upgrading the educational level to contribute to raising the level of specialization for students to have a base of information for everything that is new and modern through activities in educational situations..
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