

CONSTRUCTING A FLEXIBLE CONTROL SCALE FOR WOMAN TEACHERS KINDERGARTEN

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ABSTRACT

The research aims to :

Constructing a scale flexible control for kindergarten teachers.

Identification of the level of flexible control of kindergarten teachers.

In order to achieve this, the researcher adopted the theory of Klien (1959) for flexible adjustment and adopted its definition. In view of the specific elastic literature as well as directing an open questionnaire to a sample of kindergarten teachers by recording attitudes that distract their attention during the educational process and in daily life situations, The validity of the scale has been verified. The researcher relied on the logical truth index through the examination of the experts and the arbitrators of the paragraphs in a logical examination and the validity of the construction through some of its indicators by analyzing the statistical data. The application of the scale is based on a sample of (400) They were randomly selected (Karkh - Rasafa), The researcher used (T-test) and the Arithmetic mean to test the Research Objectives.

Key words : flexible control, kindergarten teachers.

RESEARCH METHODOLOGY

First: The importance of research and the need for it

An individual with flexible control can affect the environment and the environment, influencing his control over stimuli, his behavior, and his actions. By interacting with each other, the individual is able to control and control his behavior and actions. Flexible control requires the individual to bear the consequences of his or her behavior by controlling internal and external factors that affect his performance (Klien, 1959: 25)

There are individual differences among individuals in their susceptibility to dispersions and cognitive contradictions in attitudes (by their internal and external factors). Some individuals have the ability to pay attention to characteristics directly related to situations,

while others lose considerable awareness of the presence of dispersants, . (Sharqawi, 2003: p. 246)

Despite the different stimuli experienced by the teacher in educational situations, the response to these attitudes depends on factors, including the teacher itself, including the characteristics of those stimuli. (Hamdan, 1986: 20) Control of behavior and flexibility in dealing qualifies the teacher to succeed in adjusting the educational situation and imparting behavioral skills related to learning (Kemp & Carter, 2005: 35)

When the researcher was exposed to literature and local and international studies, there was a clear lack of tools that measure flexible control in general, in a way that is disproportionate to the importance of this variable in the lives of individuals and in the work of the teacher, specifically kindergarten teacher. This cognitive gap led

the researcher to build a flexible adjustment scale with standard characteristics.

Second: Research Objectives

The research aims to :

- 1- Constructing a scaleflexible control for kindergarten teachers.
- 2- Identification of the level of flexible control of kindergarten teachers

Third: Search Sample

The research community included (178) government kindergartens, distributed among the six general districts of Baghdad, with Karkh (first, second, third), and Rasafa (first, second, third),while the number of kindergarten teachers was (1891) teachers,The sample included (400) kindergarten teachers who were randomly selected from 44 kindergartens in the Baghdad.

THE THEORETICAL SIDE

First : Definition of flexible control

Flexible adjustment refers to a facet of personality where the individual exercises his ability to control different circumstances and events and adjusts and changes what is happening to him or is the process of control governed by circumstances and motivation. (Askar, 2005: 63)

It also refers to selective attention and avoids distracting stimuli that have nothing to do with their assigned position and focus on stimuli and action.

The flexible control are effective in all types of behavior and generate in individuals the ability to control and control and helps the individual to adapt to life situations without tension and pressure and enable the compatibility and environmental adjustment.

Enjoy flexible personality with settings:

1. the ability to adapt and adapt.
2. the ability to realistic planning successful.
3. Ability to deal in all circumstances and with different technologies.
4. Ability to face shocks and surprises.
5. the ability to shift in the areas of work.

Ability to control and control of means and methods of various kinds. (Al-Khakani, 2011: 106)

In the educational situation, both teacher and learner are subjected to variables affecting the process of education and here requires the teacher to adjust the variables affecting the educational situation. They include two main dimensions.

1. the first dimension: is the external control Extremely Control:

It means identifying some external conditions that may facilitate or hinder the learning process, in the sense that there are certain specific conditions that exist in the environment and have an impact on the educational process and the common means used by the teacher in the external control of learning attitudes and means of presentation - Sources of information related to the subject of learning, the order of social conditions, and the presentation of some elements, or components associated with the subject of learning, and may vary so that the raising of some questions and queries as models of these methods used by the teacher in the process of external control.

Thus, without the function of adjusting to the educational position of some of its determinants, the teacher's function becomes less effective, weaker, and the learning itself becomes very difficult to produce and measure.

2. The second dimension: the adjustment is the internal adjustment, which occurs by the teacher and this dimension is also important and complementary to the external control dimension. The process of internal control in this activity through the teacher's communication to influential learners in the learning process and the acquisition of learning habits of the most effective means that can be achieved in addition to the teacher on ways and methods that can guide his behavior in the future and thus achieve greater effectiveness of the adjustment in different situations. (Sharqawi, 2012: 24)

Pandora has developed phases to adjust the flex of them.

1. Identify the effects in the behavior and data collection and evaluation and work on the amendment and this so-called self-control of the individual.

2. The individual sets goals for behavior and then determines what is expected of him through the data obtained and then the individual to know if he achieved the desired goals or not, through the process of self-evaluation.
3. the individual's sense of satisfaction and acceptance and internal satisfaction and this is obtained through self-reinforcing.

The flexible control process helps the teacher to resist events and instincts in the situation (attention to the situation assigned to him and the neglect of distracted stimuli) as well as the active role in the process of controlling the impulse and intolerance) and to organize and arrange the process of satisfying the physiological needs for the right time. (Raalj Makers, 2009: 100)

Second : The theories that explained the flexible control:

(View Klien, 1959)

Shows that individuals are exposed to the types of stimuli that cause them to worry and occur in the individual internal conflicts as a result of this concern emanating from dispersants and tries to seek the individual to get rid of it and stands this concern and tension side by side with efforts towards control and which oppose the expression of this concern and management , And this mobile opposition to the level of ongoing conflict, but varies according to the ability of the individual and his control in the management of the situation without the impact of dispersions to which it is exposed.

That individuals who distinguish precisely flex have the ability to balance and exchange between distracting stimuli and control factors characterized by this exchange to be flexible and soft and maintain balance despite changes that occur towards dispersants.

Flexible Control Dimensions:

Control of dispersants can be done at more than one level:

- 1- The first level: focuses on the nature of the control between dispersants and the strength of the individual and its flexibility in the budget and responsibility and commitment, adaptation and stability.(Kellerman and A. Burry, 2007: 90)

- 2- Level 2: Maturity: In the exchange between the force of dispersed stimuli and the power of control, the level of maturity of the individual is intertwined with a variety of adaptive behaviors, and these behaviors may include, to the maximum extent, adaptive dependence with emitted positions.
- 3- The third level: the relative and permanent dominance of one aspect of exchange on the other (dispersion - the power of control)

The process of flexible control in the individual depends on the natural model of the behavior of the individual, the behavior of the individual has a prominent importance in the process of control because of its association with the problems of the person, or behaviors and events that stand behind the need for this position may be influential factors in the personality of the individual push to express the situation mechanisms Another is to escape the dispersed situation or create arguments to get rid of tension and confront others. (Keller man and A. Bnrry, 2007: 103)

Guilford's flexible control theory:

Guilford sees that flexible discipline not only shows the cognitive construct of an individual in the course of an individual's handling of the stimuli he encounters during a particular situation (eg, thinking, remembering, processing information, focusing, attention, attention distribution) The emotional and social side as the flexible control method shows the individual's activities and behavior depending on the position that is in it. Gilford believes that the flexible control this psychological component includes more than one aspect of the personality and is structured between receiving stimuli and response and regulates the process of perception and facilitates the individual to process information leading with it To decision-making and problem-solving. (Chiulford, 1972: 147)

Guilford, 1980, stated that it is not yet clear whether cognitive methods can be defined as mental abilities or behavior controls, as well as traits that express aspects of personality. They are called through the study of mind structure by defining them as mental methods rather than cognitive methods With the model that came out, Gilford's conception is

associated with the conception of Vernon (1973) that cognitive methods involve many processes and are due to the differences in many individuals from the cognitive, cognitive and personal variables. This is confirmed by (Nash) the need to study cognitive methods in light of concepts of cognition and equipment, cognitive and personal characteristics. (Asadi, 2013: 51)

The Messick Theory:

Misik believes that flexible control is the ability of the individual to control mental actions from attention - remembering, thinking, shaping information, deciding and solving problems in order to reach a balanced cognitive structure where the individual uses mental strategies to reach a successful decision when the individual is exposed to a position containing Disturbing stimuli, which makes the individual able to change his behavior commensurate with the situation that is exposed to him where knowledge helps him to go to the task assigned and ignore tasks not related to the situation and Misk believes that the purpose of cognitive methods is access to knowledge and methods linked to the nature of character and relationship to the It is clear that the unipolar mental abilities, ranging from a minor end to a super-end, while the methods extend from one end to the next. A pole has characteristics specific to a poles pole, its advantages, applications, and cognitive functions under certain conditions. The mental capacity is measured by the level of performance of any measure of maximum performance, while the methods are measured by the state or form of performance. (Messick, 1974: 59)

Gardener's theory :

Sees that flexible discipline is synonymous with cognitive discipline, which he considers to be the ability of the individual to distinguish him from others in terms of the information, knowledge and beliefs he deals with the environmental stimuli and with himself and his actions and behavior resulting from his internal motives and his ability to select certain stimuli in her body cognitive control where Kardner distinguished between terms of control Cognitive and cognitive style as the cognitive

method is related to the perception of the individual The cognitive control is due to the fact that there are internal factors of the individual help or hinder the process of control, and through the theory of Cardner believes that control is control and the ability to change the knowledge structure with Of the environment to suit the individual. (Gardener, 1959: 62)

DATA ANALYSIS

First : the Theoretical premises for building the scale

One of the scientific steps necessary for the researcher to clarify when he begins the scientific steps in the construction of tools is to identify the theoretical premises and the basic considerations that depend on the construction: The researcher has identified its theoretical principles as follows: The theory of klien (1959) was adopted theoretically in the construction of the scale.

-The adoption of the classical theory, which states that the distribution of the degrees of individuals in the attribute or property measured by the measure or test takes the form of the average distribution, which is affected by the nature and characteristics of the sample and the nature of the paragraphs of the scale or test.

-The researcher adopted in the design of the form of the paragraphs of the scale rely on the method of self-report, each paragraph is a position of the experience of the individual in his daily life. Each response position or more varied in the directions of measurement (Kubaisi, 1987: 145)

-Dependence on the experimental approach in the construction of the scale (in terms of observing the behavior and measuring it in specific situations and defined accurately) and the adoption of the logical approach.

Second : Steps to build a flexible controlscale.

1. The researcher adopted the theory of klien (1959) as a theoretical framework in constructing the scale and adopted its definition of flexible control.
2. The literature on the exact flex and previous studies was examined in the manner shown in Chapter 2.

3. The researcher examined the previous measures to benefit from the ideas that exist in them (Fisherman's scale 2015, scale Fisherman 2000).
4. An open question was given to a sample of Riyadh government teachers by (15) teachers who were asked to mention positions that make their attention dispersed during the educational process and in everyday life situations.
5. The answers of the teachers were emptied based on these answers and the above mentioned steps. The researcher put the paragraphs of the flexible control scale in its initial form by (24) paragraphs by adopting the self-report method, which is expressed in terms of paragraphs of the paragraphs. (2 alternatives) of the answer One of the two alternatives indicates the availability of flexible control while the alternative of the other alternative to the weakness of the availability of behavior and a key correction (0, 0)

(Stener)points out that unipolar features run in a straight line from zero to a large degree, such as physical attributes, abilities, and physiology. The range extends from the absence of a feature of this type, which is measured as zero to as many of these features as possible.

Validity of the flexible controlscale paragraphs:

The researcher presented the paragraphs of the scale with (theoretical definition) on a group of experts in education and psychology of (21) experts and the researcher relied on the proportion of agreement (80%) and more of the agreement of the arbitrators to keep or delete or modify the paragraphs that need to. After collecting the observations of the experts concerned, the researcher took their observations, which they agreed on each paragraph, where (4) paragraph was modified and deleted (3) paragraph. While the remaining paragraphs received an approval rate of more than (80%).

Preparing the answer sheet:

The researcher designed the answer sheet. The answer sheet includes the name of the teacher and the name of the kindergarten and some variables (demographics) of the educational achievement and contains fields in which the teacher answers by choosing one of the alternatives (either A or B)

Scoping Application:

For the purpose of recognizing the clarity of the instructions of the scale and its variants and alternatives, as well as when detecting the difficulties faced by the respondents to avoid them and the time taken to answer at the scale, the researcher applied the scale to a sample of (20) randomly chosen teachers, then selected from Riyadh government and after implementation and review of responses The scales and instructions were clear and the average time taken by the teacher to answer the scale was 15 minutes.

Statistical analysis of flexible control:

In order to obtain data through which the analysis of the paragraphs to identify its strength of discrimination where the analysis of data is the basic step in building the scale and this is what Ebel pointed out that the purpose of this measure is to keep the measurable paragraphs in any scale (Ebel, 1972 , P. 392), as well as to verify the validity of its paragraphs and improve its quality by detecting the weakness of the site and modify and prepare the final version of the scale by knowing the level of difficulty of paragraphs and distinguish them. (Al-Zaher et al., 1999: 62), the discovery of undefined paragraphs and the exclusion of what is not valid. (Scannell, 1965, P.211)

The researcher applied the flexible control scale to a sample of 400 randomly selected teachers from the Riyadh State Governmental Teachers of Baghdad Education (Karkh and Rusafa). The answers of the teachers (the research sample) were corrected on the scale and the total score was calculated for each questionnaire. For paragraphs, by calculating the parity of paragraphs and the veracity of paragraphs.

Identification of the flexible measurement teachers:

Discrimination is an important standard characteristic of psychological and pedagogical standards. So that the meter can detect individual differences among individuals in the measured attribute on which the psychological scale is based (Jaber and Kazim, 1983: 272). This is done by calculating the discriminatory power of each paragraph in order to exclude the paragraphs that do not differentiate between the respondents and to keep the paragraphs that differ in their responses. The ability of the paragraph to distinguish the excellent individuals in the attribute

measured by the measure and the weak individuals in the scale, To distinguish respondents with high scores and respondents with low grades. If the paragraph does not discriminate, it is not useful and should be removed from the scale. (Tyler, 1989: 100)

To achieve this, follow the following procedure:

The style of the extremist groups.

For statistical analysis and then commit to the following steps:

- A. The total score for each of the teacher forms was determined on their responses to the flexible measurement scale.
- B. These grades were arranged from highest to lowest grade.
- C. 27% of the upper and lower groups were adopted to represent the two extreme groups. The

Table (1)

Paragraph number	Upper group	Lower group	ID	Statistical significance
1	52	17	0.32	significant
2	43	9	0.31	significant
3	52	13	0.36	significant
4	53	16	0.34	significant
5	98	35	0.58	significant
6	100	46	0.50	significant
7	92	36	0.52	significant
8	41	8	0.31	significant
9	69	15	0.5	significant
10	49	9	0.37	significant
11	86	77	0.08	Not significant
12	97	14	0.77	significant
13	90	80	0.09	Not significant
14	63	18	0.42	significant
15	93	42	0.47	significant
16	92	55	0.34	significant
17	91	38	0.49	significant
18	70	12	0.54	significant
19	98	39	0.55	significant
20	97	44	0.49	significant
21	102	59	0.40	significant

adoption of 27% of the two groups represents the best proportion that can be adopted because it offers two groups with the maximum size and differentiation. (Allam, 2007: 252)

The percentage of the sample of the building (400) was calculated. The number of teachers in each group (upper - lower) was (108) teachers.

The coefficient of discrimination for each paragraph of the scale was calculated using the equation (Johnson, 1951).

The researcher identified the extent to which the paragraph is good and discriminating when its discriminant power is 0.30 and higher according to the Ebel standard, and this proportion is reasonably satisfactory (Anastasi, 1976, P.209).

The above table shows that there are two paragraphs of weak distinction (paragraph 11 and paragraph 13). Accordingly, these two paragraphs have been deleted from the scale to be the final number of paragraphs (19) test paragraphs

Table (2)
The Statistical characteristics of flexible control scale

Mean	9.7675
Median	10.000
Mode	9.00
Std.Deviation	2.02700
Variance	4.109
Skewness	0.134
kurtosis	0.0653
Range	14.00
Minimum	3.00
Maximum	17.00

Second : Objective analysis

The first objective Constructing a scale flexible control for kindergarten teachers.

This was explained in the methodology of the research on how to build the scale and get paragraphs and formulation and prepare instructions and extract the characteristics of the psychometrics and their excellence, honesty and expression.

Objective 2: To identify the level of flexible control of kindergarten teachers

For the purpose of identifying the level of flexible control of the kindergarten teachers, the mathematical mean of the sample scores was extracted. The final application with the Riyadh teachers of 400 teachers for the flexible measurement teacher reached the mean (9.767) with a standard deviation of (2.0270). When comparing this average with the theoretical average of the scale (9.5) shows that the calculated T value (639, 2) is higher than the tabular T value of (96, 1) at the level of significance (5%) and freedom degree (399) and the table (3) show that

Table (3) T-test of the difference between the sample mean and the Satisfaction mean of the flexible controlscale

Significance	DF	T tabled	T calculated	Satisfaction mean	standard deviation	Arithmetic mean	the sample
) 0.05(399	1,96	2.639	9.5	2.0270	399	400

From The above table (3) shows that the members of the research sample have flexible control and explain the ability of the teacher in the control and selection of information and ignore the dispersants at the same time, and the distribution of attention in two or more work and focus on attention to key information and the ability

to control their behavior in educational situations, To absorb and accept the ideas of others to find a way to combine the treatment of the situation and this reduces the intellectual gaps in the teacher in the decision-making and problem solving and control of all

circumstances and this is consistent with the theory of (klien)

CONCLUSIONS

kindergarten teachers have a flexible control through their ability to control and control learning attitudes and attitudes in life situations.

RECOMMENDATIONS

- A. interest in the educational environment as it is considered as a positive (positive - negative) on the teacher and on educational production.
- B. Extracting criteria for the flexible control scale.
- C. Build a scale for flexible control on samples from different stages of life, such as primary and junior high schools.

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