

Emotional cognition among university students

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Abstract

The current study aimed to identify: 1- cognition of emotion among university students. 2- The difference in the cognition of emotion among university students according to the Variables. The size of the research sample was (400) male and female students from Wasit University. Emotion perception test The researcher built an emotion awareness test for university students, as the number of its paragraph searched (30) in its initi from, distributed over (3) domains (self-experience, physical changes, cognitive as sessmen)

Chapter One

First: the research problem

The problem of the current research revolves around how people perceive their emotions, as we find that there are many people who show abnormal responses, and many problems have been classified because people perceive their emotions in an improper and natural way (Dawason: 2005, 404-424), and the individual's ability to perceive his emotions It acts as an influential factor in the various human relationships, whether it is his relationship with himself or his relationships with others, such as friendship and love relationships between members of society. Emotions play a far-reaching role in our psychological life, our behavior and our relationship with others (Boghazaleh, 2019: 6), and feelings have a small or large impact on the relationships that We take them and they depend on the type of these feelings. The most influential feelings in the decision-making process are feelings of sadness, disgust, guilt, anger, love, hate.....and other feelings (Kligyte: 2011,25)

The problem of the current research lies in answering the following questions: - What is the level of emotional awareness among university students?

Second, the importance of research

The importance of this study stems from the fact that it will deal with a modern and relatively important concept, which is the awareness of emotion, because the mental and cognitive aspects have received many research and studies compared to the emotional and emotional aspects, as this interest and research has only been rarely received despite its importance in the individual's public life and in his personal and professional life And this works to create a large gap between the two pillars of human psychological life, which are the mind on the one hand, and conscience or emotion on the other hand (Mowsli, 2013: 12), and that man's ability to perceive his emotions helps him succeed in life. Many people make mistakes when they think that their success in life depends on The extent to which a person enjoys mental intelligence, but the ability of a person to control himself and act in a proper manner and use his emotions intelligently is one of the most important factors for success in this life, for example, a person who suffers from emotional disturbance and loss of emotional balance cannot control and control his emotions, even if he has to A high level of intelligence,

and this person may end up destroying his life (Al-Jabali, 2016: 38)

Third: Research Objectives

- 1- Awareness of emotion among university students.
- 2- The difference in the perception of emotion among university students according to the variables of gender and specialization.

Fourth: Research limits

The current research is limited to Wasit University students for the academic year (2021-2022).

Fifth: Defining the terms:

Hariri (2016): It is the ability to know the emotions and emotions that you feel with clarifying the relationship between our feelings, what we think about, what we do and what we say (Hariri, 2016: 22).

Chapter Two

Emotional Cognition

Emotional awareness is the ability to make accurate decisions about a subjective experience by interpreting physical changes through the sensory systems responsible for converting these observed changes into mental representations. (Ekman, 384:1993) Emotional awareness is defined as a flood of awareness, understanding and intuition that we experience when the mind and emotions meet with a logical connection with the heart. Direction (Barrett, 130: 2014) also refers to the ability to understand and recognize the emotions of others, including the necessary physiological processes.

The process of perceiving emotions is seen as consisting of three components (subjective experience, physical changes, and cognitive assessment), so it is believed that the ability to perceive emotions is innate and subject to environmental influence, as it is a critical component of social interactions. The way emotions are affected and interpreted depends on how they are perceived. Similarly, the way of looking at emotion depends on previous experiences and interpretations, and emotions can be perceived visually, auditory, or through smell as well as through physical sensations (Ekman, 384:1993).

Emotional perception theories

James-Lange theory

The James-Lange theory is considered one of the oldest theories of psychology in order to understand and explain emotion. This theory appeared in the late nineteenth century and was reached by the American scientist William James and the Danish scientist Carl Lange individually. This theory states that emotions are the product of organic changes and that the physical and organic manifestations that The accompanying emotion is the reason for its appearance. A happy person is like that because he laughs and not the other way around, meaning that laughter is the cause of happiness. The theory claims that if the individual can be stripped of all physical and organic changes, the situation becomes a cognitive position devoid of any emotion (cannon: 1927, 106-124).

Chapter Three

Research Methodology and Procedures

This chapter includes the procedures adopted by the researcher to achieve the objectives

of the research, and the procedures are to define the research community, sample selection, tools and their application, and statistical methods that were used in data processing.

First: the research method

The current research adopts the descriptive approach, which is the method that depends on the study of reality as an accurate description and expresses it quantitatively or qualitatively (Obaidat et al., 2011: 176).

Second: the research community Population

The current research community is represented by students of primary studies in the morning at Wasit University, for the academic year 2021-2022, males and females, as in Table (1)

Table (1): The number of research sample members distributed according to gender and specialization

Scientific Faculties					humanities colleges				
Total	Female	Male	College Name	T	Total	Female	Male	College Name	T
161	98	63	Education for pure science	1	3232	1800	1432	education human sciences	1
268	200	68	Sciences	2	1248	745	503	basic education	2
209	54	155	Engineering	3	711	421	290	Literature	3
609	161	448	physical education	4	706	364	342	Law	4
584	321	263	the computer	5	5897	3330	2567	Total	
412	201	211	Agriculture	6					
2134	975	1159	Administration and Economics	7					
920	617	303	Medicine	8					
530	376	154	dentist	9					
158	80	78	Veterinary medicine	10					
412	305	107	Fine arts	11					
6397	3388	3009	Total						
12294					total summation				

Third: the research sample

It is part of the society in which the study is conducted, chosen by the researcher to conduct her study (Daoud and Abdel Rahman, 1990, p. 67). The researcher used the stratified random sample, and in an equal distribution method, and the purpose of this sample is to obtain data for conducting statistical analysis of all paragraphs of the standards, Which is one of the basic steps for building each scale (Anastasi, 1976: 192)

The statistical analysis sample consisted of (400) male and female students who were selected from (4) colleges, they were selected by stratified random sampling method (200) males and (200) females, and the number of scientific specializations (200) and humanitarian (200) as in Table (2)

Table (2): Research Sample

Scientific Faculties					humanities colleges				
Total	Female	Male	College Name	T	Total	Female	Male	College Name	T
100	50	50	science education	1	100	50	50	human education	1
100	50	50	engineering	2	100	50	50	Law	2

Fourth: The Search Tool

To achieve the goal of the research, the researcher built an emotion perception test.

Define the concept:

The researcher prepared an emotion perception test by deriving a definition from

Schachter-Singer theory: it is the ability to sense emotional stimuli, pay attention to them, interpret and formulate them in meaningful faculties, sense physical changes and subjective emotions, know, distinguish and evaluate them, and thus perceive them as emotions towards events, stimuli and people, and determine our behavior. According to it (Schachter-Singer, 1962), the items on the scale are answered in a binary scale (yes, no), giving scores (one, zero) respectively.

Paragraph validity

The researcher presented the emotional awareness test to a group of experts consisting of (15) experts in educational and psychological sciences in order to estimate the validity of the paragraphs, with the proposal of appropriate modifications in the formulation of the paragraphs and to identify the validity of response alternatives, and the paragraphs that were agreed upon were accepted (80%) of experts or more, with modifications to some paragraphs and reformulation, and thus the scale became ready for application and consisted of (30) paragraphs.

Clarity of scale instructions

The instructions are a guide that guides the respondent during his answer to the paragraphs for each scale, and the instructions are easy and understandable, and the respondent is stressed in them the need to choose the appropriate alternative, which expresses his opinion by placing a mark (P) in front of the appropriate alternative. And that there is no right or wrong answer, and that the answer will not be seen by anyone but the researcher, and it will be used for research purposes.

Statistical analysis of paragraphs

Ebel believes that the purpose of item analysis is to keep the good items in the scale (Ebel, 1972, p.392) and item analysis is an integral part of both test reliability and validity, and in order to calculate the discriminatory power of emotional perception test items. Two terminal method:

- 1- Determine the total score for each of the (400) forms.
- 2- Arranging the forms from the highest score to the lowest score.
- 3- Determining a percentage of (27%) of the forms that obtained the higher degrees, which numbered (108) forms, as well as the designation of a percentage of (27%) of the forms that obtained the lower degrees, which numbered (108) forms, thus the number of forms that were subjected to analysis was (216) forms. Out of (400) forms.

Discriminative power of vertebrae:

Ebel believes that the purpose of the item analysis is to keep the good items on the scale (Ebel, 1972, p.392). The item analysis is an integral part of both test reliability and validity, and in order to calculate the discriminatory power of the emotional perception test items, the scale was applied to the sample (400). Male and female students, the researcher used the chi-square and the chi-square coefficient to find out the differences between the upper and lower group scores on each item of the emotion perception test. And with a degree of freedom (1), and this indicates that all the paragraphs are statistically significant, and Table No. (3) shows this.

Table No. (3) The discriminatory power of the paragraphs of the emotion perception test

Indication	Chi value	chi-square value		Lower group		Upper group		Paragraph
		Tabular	Calculated	Zero	One	Zero	One	
Significant	0.306		20.163	88	20	57	51	1
Significant	0.355		27.198	66	42	28	80	2
Significant	0.212		9.712	80	28	58	50	3
Significant	0.170		6.260	74	34	56	52	4
Significant	0.216		10.083	83	25	61	47	5
Significant	0.551		65.569	67	41	10	98	6
Significant	0.371		29.683	90	18	52	56	7
Significant	0.338		24.667	98	10	67	41	8
Significant	0.586		74.262	70	38	9	99	9
Significant	0.585		74.014	90	18	27	81	10
Significant	0.196		8.327	57	51	36	72	11
Significant	0.549		65.139	89	19	30	78	12
Significant	0.722		112.66	93	15	15	93	13
Significant	0.288		17.921	65	43	34	74	14
Significant	0.501	3.84	54.167	78	30	24	84	15
Significant	0.612		80.777	85	23	19	89	16
Significant	0.169		6.135	55	53	37	71	17
Significant	0.157		5.352	62	46	45	63	18
Significant	0.312		21.027	96	12	67	41	19
Significant	0.226		11.045	56	52	32	76	20
Significant	0.359		27.898	84	24	46	62	21
Significant	0.514		57.149	99	9	47	61	22
Significant	0.371		29.793	70	38	30	78	23
Significant	0.390		32.826	100	8	64	44	24
Significant	0.720		111.95	85	23	8	100	25
Significant	0.250		13.501	67	41	40	68	26
Significant	0.243		12.766	50	58	25	83	27
Significant	0.241		12.557	64	44	38	70	28
Significant	0.656		92.471	90	18	19	88	29
Significant	0.194		8.090	41	67	22	86	30

Psychometric properties of the test:

First: honesty

Anastasia believes that the honest test is the test that fulfills the function for which it is prepared (Anastasia, 1988, p.139). There are several types of honesty, including:

Apparent honesty

The apparent honesty was achieved by presenting the current test to a group of experts and arbitrators, as explained in the validity of the paragraphs.

Constructive honesty

The validity of construction was confirmed through the indicator

Relationship of the paragraph to the total score of the test:

This means that the paragraph measures the same concept that the test measures entirely, as this is one of the indicators of construct validity (Al-Zobai et al., 1981, pg. 43). This type of honesty was achieved in the emotion perception test by finding the correlation between

the degree of each paragraph and the total degree of the test. The Point Pacerial coefficient was used to extract the correlation between the score of each paragraph and the total score of (400) forms, and the results of the statistical treatment of the scores of individuals on the emotional perception test showed a significant correlation when compared with the tabular value (0.098) at the significance level (0.05) and at the degree of freedom (398).) and for all paragraphs, and table (4) explains this.

Table (4) *The relationship of the paragraph with the total score in the test*

Paragraph correlation coefficient for the total score	Paragraph	Paragraph correlation coefficient for the total score	Paragraph
0,292	16	0.276	1
0,289	17	0.364	2
0,361	18	0.260	3
0,310	19	0,390	4
0,334	20	0,380	5
0,286	21	0,328	6
0,368	22	0,225	7
0,349	23	0.216	8
0,260	24	0,362	9
0,453	25	0.426	10
0.401	26	0,289	11
0,319	27	0,284	12
0,477	28	0.303	13
0,500	29	0.216	14
0,345	30	0,263	15

Second: stability

The stability of the emotion perception test was calculated in two ways:

1- Test-Re-Test

To find out the stability in the current study, the researcher applied the emotional perception scale to a sample of (50) male and female students who were randomly selected. After (14) days, the test was repeated on the same sample, then the relationship was found between the first and second applications using the Pearson correlation coefficient, and the reliability coefficient reached (0.84), and this is a good stability coefficient that can be relied upon.

2- Kewder-Richardson equation 21

This equation is used in order to treat the homogeneity of the scale, as the heterogeneity of the scale items constitutes one of the sources of measurement error because it leads to the discrepancy in the performance of the examinees on the items of the scale, which affects its stability. – No) or (True - False), and that the paragraphs of the scale are of close difficulty (Al-Nuaimi, 2014, p. 249). After using this equation, it was found that the stability coefficient in it was (0.77), which is a good stability coefficient if it is compared with previous studies as in the table (5)

Table (5): *Test reliability scores with the two methods of test-retest and Kewder Richardson*

Correlation coefficient value	Application method		T
0.84	exam REPETITON	External consistency	1
0.77	Kewder Richardson 21	internal consistency	2

Statistical indicators of emotion perception test:

The researcher extracted some statistical indicators related to the characteristics of central tendency, the measure of dispersion, and the measure of frequency distribution.

Table (6): Statistical Indicators of Emotion Perception Test

The Fourth Chapter

Presentation and interpretation of results

This chapter includes a presentation of the results reached by the research, according to

Its value	Descriptive Statistical Indicators	
19,23	Mean	SMA
19,00	Median	Mediator
18	Mode	mode
4,378	Std. Deviation	standard deviation
0,157	Skewness	skewness
0,268	Kurtosis	kurtosis
7	Minimum	lowest degree
30	Maximum	highest score

its objectives, interpretation and discussion of those results, and in light of the theoretical framework adopted in this research and previous studies, and then coming up with recommendations and suggestions in light of those results, as follows:

The first objective

To identify the perception of emotion among university students

The statistical treatment related to the emotional awareness scale indicates that the arithmetic mean of the scores of the sample members, which numbered (400) male and female students on this scale, reached (19.23), with a standard deviation of (4.378) degrees, while the hypothetical average reached (15) and by comparing the arithmetic mean With the hypothetical average (1) using the t-test for one sample, the calculated t-value was (19.336), which is higher than the tabular value of (1.96), it appeared that there was a significant difference at the significance level (0.05) and the degree of freedom (399), as shown in the table (7)

Table (7): The difference between the mean scores of the sample and the hypothetical mean of the emotion perception scale

Indication Level	Tabular value	T value	Freedom Degree	hypothetical mean	Standard deviation	SMA	Sample
0.05	1.96	19.336	399	15	4.378	19.23	400

This indicates that university students have an awareness of the emotion within them and the emotions of others who interact with them, and the reason for this is that the ability to perceive emotion is innate and subject to environmental influence, as it is a crucial element in social interactions. To distinguish between true and false emotions, whether through facial expressions, tone of voice, movements or signals.

Conclusions

Wasit University students have an emotional awareness that helps them discover useful things, avoid harmful ones, and helps others understand you in a better way.

Recommendations

Holding educational seminars to strengthen social relations among university students

and introduce them to emotional awareness.

Suggestions

Conducting a similar study on other samples, such as middle or middle school students and postgraduate students.

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