

Emotional clarity and its relationship to self-discipline among university students

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Abstract

University students suffer from special difficulties in the situations they are exposed to, which generates a conflict that is affected by several factors, the most important of which are the possibilities of success and failure and is reflected in their fulfilling behavior, which is a process of conflict between the desire for success and fear of failure, as the student evaluates his ability and the difficulty of the study work he is assigned in light of what he thinks he possesses of competence and knowledge without comparing his performance with the performance of others, the student describes the tasks he is assigned to be difficult if he expects that he will fail to complete them. In this research, emotional clarity and self-commitment and the correlation between emotional clarity and self-commitment among university students were identified, as well as the differences in emotional clarity and self-commitment according to the variables, gender (males, females), specialization (scientific - human), and the current research was limited on a sample of (400) students from the University of Al-Qadisiyah from the two stages (second - fourth) and for the morning study for the academic year (2020-2021), they were chosen by the random stratified method in a proportional manner. As the high expectation of success for the individual will lead to a high level of behavior more than the high level of expectation of failure in the same field of value to the individual even if the expected target performance level is one. Solomon found through the results of his studies in this field that outstanding students are distinguished from other students in terms of their ability to form issues, flexibility in dealing with information, fluency and creativity in ideas, and the ability to organize, analyze and interpret information, to transfer ideas to new situations and to generalize. Hence, the following question is formed, what is the strength and direction of the correlation between emotional clarity and self-commitment (1).

Keywords: emotional clarity, self-commitment, correlation, university students, psychometric properties.

Introduction

The learning process is an important and purposeful process, the material of which is based on the society because it continues with the human being. The learning process cannot perform its correct role without its ability to create interaction between the individual and the environment in which he resides. Because the goal of learning is to spread knowledge, raise the cultural level, develop them, advance and work. One of the factors that influence the usefulness of emotions and their adaptation to them is the extent to which they understand emotional clarity (2), as most elements of emotional clarity include the interpretation of

understanding or not understanding the types of feelings that are chosen. Therefore, many studies indicate that clarity Emotionalism is linked to a set of results such as well-being and adaptation (3) the occurrence of unpleasant mood states in one half and pleasant states in the other half by providing their moods that have nothing to do with judgment (4), the researcher found that emotional clarity among students makes the student more The ability to face problems and challenges, and the continuous support that he receives, whether from family, friends or teachers, in expressing their feelings, and increasing the improvement of self-concept of students. As he lives influenced and influenced by what surrounds him, and the process of influence and influence results from the mutual interaction that draws the limits for the individual through his awareness of events (5). Available social opportunities and the desire to make a decision. The goal is not exploration in itself, but the goal is to determine the best situation in terms of intellectual and professional terms and alternatives for personal relationships. Self-discipline is more important in late adolescence than any other period. It achieves the specific choice between the possibilities and the fixation in the chosen direction in the face of attractive and distinctive alternatives.

The aim of the research is to identify emotional clarity and self-commitment and the correlation between emotional clarity and self-commitment among students of Al-Qadisiyah University

The current research community consists of students of the second and third stages of the faculties of the University of Al-Qadisiyah for the academic year 2020-2021. As the total number reached (17,979) students, including (8124) males and (9855) females distributed over (13) colleges. The students of Al-Qadisiyah University were distributed according to the second stage, for males (84) males and for females (97) female students, and for the fourth stage (106) males and (113) female students.

The concept of emotional clarity has been defined in order for the scale to be accurate in its measurement, we must clearly and accurately define the behavior to be measured in order to avoid any interference that may occur between it and other behavior. The extent that refers to the individual's ability to identify the type of emotions he suffers from, distinguish between them, and understand their source.

For the purpose of obtaining the scale items that cover the concept of emotional clarity 22 items were formulated to measure emotional clarity among university students in a self-report method, with (11) items for each component, and in front of each item there are five satged alternatives to answer that apply to me. Always, often, sometimes, rarely, and never applies to me) scores are given to her when correcting (1,2,3,4,5) respectively for the positive items formulated in the direction of achieving emotional clarity and reflecting the correction for the items that measure the opposite.

Logical analysis of the scale items the researcher presented the items of the emotional clarity scale in its initial form to (12) arbitrators in educational and psychological sciences and to show the validity of the items and their representation of the phenomenon and their belonging to its field. A percentage (83%) was adopted as a criterion for accepting the item or not. The items received an acceptance rate that ranged between (83% to 100%) with the exception of items (3-16), which obtained an approval rate (67%), and thus were considered invalid and were excluded from the scale.

Statistical analysis of the scale items: One of the requirements for the accuracy of psychological scales is to calculate the discriminatory power of its clauses, that is, its ability to

distinguish between individuals with high scores and those who get low scores in the trait measured by each of the clauses, as well as revealing the correlation coefficients of the degree of each clause with the total score of the scale And the relationship of each item with the field to which it belongs. To achieve this, the emotional clarity scale was applied to the sample of statistical analysis, which amounted to (300) male and female students, and they were chosen randomly (Ozer & Akbas, 2020; Paripurna & Subandi, 2021; Patalinghug et al., 2021).

The emotional clarity scale items were analyzed in two ways

First - the method of the two ends of the groups (to find the discrimination of the items) extracting the discriminatory power that was applied to the sample of the statistical analysis, which amounted to (300) male and female students, as shown in table 2.

Table 1 *The discriminatory power of the items of the emotional clarity scale by the method of the two peripheral groups*

Items	upper group		lower group		T value	Acceptability
	average	standard deviation	average	standard deviation		
1	4.468	0.673	3.320	1.045	8.305	Acceptable
2	4.581	0.610	3.408	0.944	9.382	Acceptable
3	1.922	1.909	1.482	1.121	1.630	Unacceptable
4	4.333	0.820	3.359	1.097	6.397	Acceptable
5	4.492	0.8.9	3.235	1.195	7.849	Acceptable
6	4.431	0.774	2.704	1.218	10.774	Acceptable
7	4.493	0.743	2.603	1.115	12.688	Acceptable
8	4.345	0.8.8	2.691	1.198	1.475	Acceptable
9	4.172	0.971	3.073	1.192	6.431	Acceptable
10	4.233	0.811	3.074	2.301	6.811	Acceptable
11	4.19	0.872	2.702	1.318	8.508	Acceptable
12	4.245	0.902	2.827	1.349	7.874	Acceptable
13	4.245	0.845	2.803	1.228	8.717	Acceptable
14	4.148	0.909	2.53	1.169	9.830	Acceptable
15	4.433	0.772	20704	1.218	10.774	Acceptable
16	1.689	1.037	1.507	1.018	1.617	Unacceptable
17	4.258	0.959	2.717	1.141	9.310	Acceptable
18	4.408	0.817	2.678	1.264	10.335	Acceptable
19	4.413	0.821	2.776	1.371	8.607	Acceptable
20	4.258	0.803	2.692	1.320	9.136	Acceptable
21	4.223	0.805	2.877	1.273	8.012	Acceptable
22	4.321	0.802	2.778	1.321	8.973	Acceptable

Second - the validity of the items by the method of internal consistency, which is the method of the relationship of the item with the total degree of measurement, by the method of the two peripheral groups. It was found that all correlation coefficients were statistically significant at the level of significance (0.05) and the degree of freedom (298), if they ranged between (0.35-0.65).

The method of correlation of the degree of the item with the degree of the field to which it belongs, the relationship of the item to the total degree of the field was calculated, and all the

correlation coefficients were statistically significant, as shown in table No. 2.

Table No. 2 *Correlation coefficient of the degree of the item with the degree of the field to which it belongs*

the field	Items	Correlation coefficients	the field	Items	Correlation coefficients
of emotion type	1	0.50	source of agitation	12	0.59
	2	0.46		13	0.62
	3	-		14	0.46
	4	0.44		15	0.53
	5	0.43		16	-
	6	0.61		17	0.63
	7	0.39		18	0.42
	8	0.66		19	0.47
	9	0.54		20	0.69
	10	0.51		21	0.43
	11	0.45		22	0.56

The relationship of the field degree with the total degree of the scale and other journals, where the total degree of the type of emotion was (0.74) and the total degree of the source of the emotion was (0.79)

*It includes the psychometric properties of the emotional clarity scale, the scale's ability to measure what it was prepared to measure, and the validity of the scale is achieved through apparent honesty, as the scale was presented to (12) arbitrators to take their opinions and instructions about the validity of the emotional clarity items.

The construction validity. The method of the two extreme groups and the method of correlation the degree of the item with the total score of the scale and the method of correlation the degree of the item with the domain to which it belongs is one of the indicators of this type of honesty (6).

*The stability of the scale and it is verified through: Retesting: - The scale was applied to a sample of the students at the University of Al-Qadisiyah (60) male and female students who were chosen by random method and after (14) days from the first application, and the Pearson correlation coefficient was calculated, and it reached (0.84), which is a coefficient good stability.

Using the (Alpha Cronbach equation for internal consistency): It was applied to the statistical analysis sample, which amounted to (300) male and female students from the University of Al-Qadisiyah, and it amounted to (0.87), which is a good stability coefficient.

Second: Self-commitment measure

Preparing the scale items in their initial form (20) items were derived for the self-commitment scale from the theoretical definition based on James Marchia's theory, and each item has five alternatives. The items were formulated using declarative statements.

Logical analysis of items

*The researcher presented the items of the self-commitment scale in its initial form to (12) arbitrators from specialists in educational and psychological sciences.

Statistical analysis of the scale items to achieve this goal, the scale was applied to a sample of (300) male and female students from the research community. The items of the self-commitment scale were analyzed in two ways:

*Distinguish the items in the manner of the two terminal groups

The results showed that all items of the scale were distinct, except for the items bearing the numbers (6-10 -13-19) that were undistinguished, as shown in Table No. 3.

Table No. 3 *The discriminatory power of the items of the self-commitment scale by the two-group method*

Items	upper group		lower group		T value	Acceptability
	Average	standard deviation	Average	standard deviation		
1	1.975	0.7412	1.679	0.738	2.533	Acceptable
2	2.024	0.706	1.604	1.604	3.922	Acceptable
3	1.814	0.743	1.271	0.743	5.422	Acceptable
4	2.197	0.713	1.592	0.720	5.090	Acceptable
5	2.037	0.843	1.370	0.600	5.706	Acceptable
6	2.506	0.709	2.321	0.721	1.637	Unacceptable
7	2.123	0.827	1.246	0.461	8.274	Acceptable
8	1.851	0.726	1.370	0.641	4.444	Acceptable
9	1.580	0.739	1.284	0.637	2.715	Acceptable
10	1.592	0.720	1.481	0.691	0.995	Unacceptable
11	1.580	0.739	1.284	0.637	2.715	Acceptable
12	2.037	0.732	1.691	0.735	2.979	Acceptable
13	1.506	0.691	1.506	0.709	0.00	Unacceptable
14	1.925	0.833	1.395	0.664	4.454	Acceptable
15	1.851	0.895	1.197	0.485	5.744	Acceptable
16	2.209	0.770	1.395	0.626	7.344	Acceptable
17	1.851	0.726	1.370	0.641	4.444	Acceptable
18	1.802	0.797	1.246	0.555	5.101	Acceptable
19	1.406	0.598	1.481	0.721	0.987	Unacceptable
20	1.567	0.688	1.222	0.547	3.516	Acceptable

The validity of the items by the method of internal consistency, which is the method of the relationship of the item with the total degree of measurement, by the method of the two peripheral groups, it was found that all correlation coefficients are statistically significant at the level of significance (0.05) and the degree of freedom (298), if they range between (0.30-0.63).

The method of correlation the degree of the item with the degree of the field to which it belongs, as shown in Table No. 4.

Table No. 4 *Correlation coefficients of the item's degree with the degree of the domain to which it belongs for the self-commitment scale.*

The field	Items	Correlation coefficients	The field	Items	Correlation coefficients
Self-control	1	0.43	Positive thinking	12	0.49
	2	0.38		13	-
	3	0.52		14	0.51
	4	0.35		15	0.67
	5	0.65		16	-
	6	-		17	0.57
	7	0.55		18	0.69
	8	0.67		19	-
	9	0.49		20	0.53
	10	-			
	11	0.50			

The correlation was extracted between the scores for each domain in the total score of the self-commitment scale, where the self-control was (0.75) and the positive thinking was the total score (0.80).

The psychometric properties of the self-discipline scale consist of

First: The validity of the scale: The researcher verified the validity of the scale through the following:

*Apparent honesty: check by displaying the scale on (12) arbitrators to assess the validity and appropriateness of the items.

*The validity of the construction Accordingly, the researcher relied on two indicators: (discriminatory strength) and (internal consistency).

Second: - The stability of the scale. The stability of the scale has been verified through two methods:

1- Retesting the scale was applied to a sample of (60) male and female students from the University of Al-Qadisiyah, and after (14) it was re-applied on the same sample, which amounted to (0.82), which is a good stability coefficient on the stability of the individuals' responses.

2-Using (Alpha Crow-Nbach's equation for internal consistency), the Crow-Nbach's equation has been applied to the sample of statistical analysis, which numbered (300) male and female students, and the scale's stability coefficient reached (0.85), which is a good stability coefficient.

Using the t-test for the first and second goals, and the analysis of triple variance for the third and fourth goals, according to the correlation coefficient, the results related to the goals were obtained.

With regard to the first goal, which is to identify the emotional clarity of university students, after analyzing the answers of the final application sample, which amounted to (400) male and female students, as shown in Table No. 5.

Table No. 5 *The results of the t-test for one sample to indicate the differences between the arithmetic mean and the hypothetical average of the scores of the research sample members on the emotional clarity scale*

Variable	Number of Samples	Arithmetic mean	standard deviation	hypothetical mean	T value		Freedom degree	Acceptability level (0,05)
					Calculated	tabular		
emotional clarity	400	13.16	3.98	67.57	6.89	1.96	399	Acceptable

This result can be explained in the light of what was mentioned that university students enjoy emotional clarity, that is, they believe in their ability to make decisions and judgments with their peers and have the ability to acquire information and knowledge from others and works to clarify ideas and information that the student receives from others And interaction with them. And the usefulness of emotions and adaptation to them (7).

With regard to the second goal, to identify the self-commitment of university students, after analyzing the answers of the final application sample, which amounted to (400) male and female students, as shown in Table No. (6).

Table No. 6 *the results of the t-test for one sample to indicate the differences between the arithmetic mean and the hypothetical average of the scores of the research sample members on the self-commitment scale*

Variable	Number of Samples	Arithmetic mean	standard deviation	hypothetical mean	T value		Freedom degree	Acceptability level (0,05)
					Calculated	tabular		
self-commitment	400	71.62	78	9.62	17.53	1.96	399	Acceptable

This gives an indication that the research sample has a self-commitment through the presence of a set of environments represented by the personal contexts of the individual and the environmental factors surrounding him that exert a positive influence on his awareness within the educational institution and is based on the individual's influence on the results of behavior consistent with his obligations (8).

With regard to the third goal, to identify the significance of the difference in emotional clarity among university students according to the variables, gender (males - females), specialization (scientific - humanitarian) and stages (second - fourth). For the purpose of identifying the statistically significant differences in emotional clarity according to the variables of gender, specialization and stages, the researcher used a triple analysis of variance, and the results were as shown in Table No. 7.

Table No. 7 Results of the triple variance to see the significance of the differences in emotional clarity according to the variables of gender (male - female), specialization (scientific - human) and stages (second - fourth).

Source variance	Sum of squares	Freedom degree	Mean squares	F value		Acceptability
				Calculated	Tabular	
Gender	878.07	1	878.081	5.397	3.84	Acceptable
Specialization	471.27	2	235.647	1.447		Unacceptable
Stage	7.85	1	7.865	0.046		Unacceptable
Stage,	459.74	2	229.785	1.412		Unacceptable
Specialization						
Gender, Stage	104.49	1	103.496	0.643		Unacceptable
Specialization,	170.59	2	85.301	0.523		Unacceptable
Stage						
Gender,	239.75	2	119.787	0.737		Unacceptable
Specialization,						
Stage						
The error Ratio	111946.767	677	162.719			
Total	113279.578	688				

There are statistically significant differences in emotional clarity according to the gender variable (males - females), as the calculated t value, which is less than (5,397), reached the tabular value of (3,84) at the significance level (0.05).

There are no statistically significant differences in emotional clarity according to the stage's variable (second - fourth). The researcher believes that this result may be because university students from the second and fourth stages develop cognitive perceptions about emotional clarity, without the presence of discrepancy between them due to the convergence of the age stage. They are almost at the same age, so the differences between them are almost blurred (9)

There are no statistically significant differences in emotional clarity according to the variable of specialization (scientific - human), as the repeated experiences of success among university students are one of the sources of emotional clarity. University students, which are open to all experiences, whether scientific or humanitarian.

There are no statistically significant differences according to the gender variable (male - female) with the specialization (scientific - human) and for the interaction of gender (male - female) with the stages (second - fourth), as well as for the interaction of specialization (scientific - human) with the stages (second - fourth)

In the fourth goal, statistically significant differences in self-commitment were identified, according to the variable of gender (males - females), specialization (scientific - humanistic) and stages (second - fourth), as shown in Table No. 8.

Table No. 8 Analysis of variance to find out the significance of the differences in self-commitment according to the variables of sex (male - female), specialization (scientific - human) and stages (second – fourth).

Variance source	sum squares	ofdegree freedom	ofmean squares	F value Calculated	Tabular	Acceptability
Gender	1475.221	1	1475.221	4.112		Acceptable
Specialization	899.984	1	899.984	2.002		Unacceptable
Stage	1365.935	1	1365.935	3.399		Unacceptable
Gender, Specialization	125.356	1	125.356	1.412		Unacceptable
Gender, Stage	229.286	1	229.286	0.650		Unacceptable
Specialization, Stage	633.696	1	633.696	1.336	3.84	Unacceptable
Gender, Specialization, Stage	0.174	1	0.174	0.000		Unacceptable
The error ratio	1668.853	392	433.374			
Total	2004.977	392				

There are statistically significant differences between the average scores of the sample members in the self-commitment scale according to the gender variable (male - female), and this indicates that male students are more aware of self-commitment, and we can attribute this result to the student's socialization methods.

There are no statistically significant differences between the average scores of the sample members according to the specialization variable (scientific – human).

As for the fifth goal, in which the correlation between the two variables was identified, emotional clarity and self-commitment

It aims to identify the nature of the relationships between emotional clarity and self-commitment among university students. Which indicates that there is a direct correlation between the two variables, the higher the emotional clarity and self-commitment among students, and vice versa, and this indicates that students who are distinguished by self-commitment are more than emotional clarity (10)

Conclusion

University students have the ability to emotional clarity. As a result of learning and life situations, emotional clarity is learned behaviors from the environment in which he lives, and thus that individuals enjoy a balanced level of self-commitment, and this contributes to building good social relationships. Students who enjoy self-commitment, which facilitates expression of the idea to develop a linguistic repertoire, allowing Express their ideas freely, defend their rights, and reject what they are not convinced of.

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