Self-Awareness of Emotions Among Secondary School Teachers

By

Muhammad Jumaah Muhammad Khalf
University of Babylon College of Education for Human Sciences/Iraq
Email: Mohammedjumaah1997@gmail.com

Ruqeaya Hadi Abdel-Saheb
University of Babylon College of Education for Human Sciences/Iraq
Email: ruqeayah@gmail.com

Abstract

The aim of the current research is to identify: The level of self-awareness of emotions among secondary school teachers In order to achieve the goal of the research, the researcher acquainted the researcher with many previous studies and some theories related to the subject of the research, as the researcher prepared a scale of self-awareness of emotions among secondary school teachers and presented its paragraphs to a group of specialized arbitrators and its gradual alternatives to answer, which are (applicable to it to a large extent - applicable It is moderately high - it does not apply to it at all) and a correction key (3-2-1) for the positive paragraphs and (1-2-3) for the negative paragraphs, as the scale consists of (37) paragraphs distributed over two areas first - the field of personal self, secondly - the field The social self, and after verifying the psychometric properties of the scale of self-awareness of emotions and its paragraphs, it was applied to the basic research sample, which numbered (356) teachers and schools, with (177) teachers and (179) schools, they were chosen by the stratified random method with a proportional distribution from the original community and after Statistically analyzing the data using the Statistical Package for Social Sciences (SPSS), the following results were obtained:

Teachers (the research sample) have a level of self-awareness of emotions.

Chapter One: Introduction to the Research

The aspirations of nations and their great efforts to achieve progress and security in the various areas of life are based on science and knowledge, and attention in this area is worthy of attention, which is something in which no two differ, and the responsibility placed on teachers cannot be measured by a criterion nor is it estimated to a degree. Moreover, the teacher the honest person who has been entrusted with this task truly realizes the degree of responsibility and the extent of the burden of trust, so he has no choice, nor is there any trick for him to carry out this task and perform this task without burdens or hardships (Saad Lamash, 2010: 678). As the category of teachers is the main pillar in building societies, their growth and development, as they are responsible for forming and educating a large group of young people, so today the teacher needs a serious stand from everyone so that he can arrange his life in a way that he can face the daily situations to which he is exposed and contribute to the development of his abilities and formation His personality that contributes to the upbringing and education of the new generation (Jaber, 2006: 5).

Self-awareness of emotions is one of the main components of the teacher's personality, and teachers who suffer from a lack of self-awareness of emotions and lack of control over their own emotions and emotions have many problems, including his wrong, unbalanced, and inappropriate emotional expressions and the weak ability to absorb his feelings and understand the feelings of others 299: 2016 Huang et al).

The importance of research

Self-awareness of emotions is one of the basic conditions for achieving social and emotional sufficiency in an individual's life, including the formation of correct relationships with his society and the ability to solve his daily problems, adapt to the requirements of his life, control his emotions, and take care of himself (Hussain, 2007: 229). As (Al-Sayyid and Abdel-Qader, 2006) pointed out that the person who has the ability to control self-awareness of his emotions enjoys the strength of his personality, high self-confidence, and complete conviction to overcome problems and confront them, and then pass them successfully, and this is not generated with individuals who do not have sufficient self-awareness of emotions. (Al-Sayyid and Abdel-Qader, 2006; Mitsyuk & Pushkareva, 2021).

Goleman (1995) suggested a method for developing self-awareness of the emotions of the individual, enabling him to monitor himself, control his emotions, and deal with the psychological pressures that he is exposed to through work, so that it allows him to be able to modify the behavior of others by reading the biographies of certain personalities. (Abu Ghazal, 2011; Didur et al., 2021)

The emotions of self-awareness of emotions are reflected on the personality of the individual in terms of his relations with social norms. They are not simple reactions but are related to his moral behavior. When the individual's self-awareness of emotions develops well, he has the ability to coexist with his society and control his emotions, and he has the ability to balance his personality. (Lewis.L.1993; Karnauh & Galaguzova, 2021).

Research Objectives

The current research aims to identify
The level of self-awareness of emotions among secondary school teachers
search limits

Secondary school teachers for boys and girls located within the General Directorate of Education in Babylon Governorate in the center, districts, and sub-districts, and for both sexes (males and females) for the academic year (2021 / 2022).

Define terms
Self-awareness of emotions: defined by

1- Al-Jubouri (2014): The individual's awareness of his feelings, emotions and emotions at the time of their occurrence and his ability to express his inner feelings in positive emotional words and sentences, which makes him more efficient and capable in managing his personality and increases his effectiveness and the correctness of his decisions (Al-Jubouri, 2014: 36).

2- Ali (2009): It is the individual's self-knowledge, including: (his capabilities, emotions, qualifications, tendencies and needs) and it is the basis of self-confidence, and it is he who contributes to building emotional intelligence in humans (Ali, 2009: 19).

The second chapter: the theoretical framework
Self-awareness of emotions

The concept of self-awareness of emotions: The concept of self-awareness of emotions is defined as: A person's awareness of all the events surrounding him in all the different aspects of himself, in which the person understands all his strengths and weaknesses and realizes the consequences of reactions. That is, there is a deep understanding an individual's emotions, strengths, weaknesses, needs, and motives. People with a high awareness of emotions are not overly critical and do not reflect unrealistically but are honest with themselves and with others (Al-Sayyid and Abdel-Qader, 2006: 8).

Self-awareness of emotions refers to the attention centered on the person's self and is determined by general awareness, and special awareness, and special awareness of the self is determined by the psychological state that the person suffers from. And there are cases in which self-awareness of emotions appears when a person is fully aware of his internal emotional states, and his psychological state, such as: joy, sadness, and hunger and also when he thinks about his internal fears and wishes. As for general awareness of himself, the psychological state in which a person is aware of those his own dimensions and observation from others, such as: physical appearance, general words, actions and expression of emotions as they appear when the individual thinks of how others perceive him, and when he examines himself in front of a woman or follows video clips of him (Oxford 2008:24).

Self-awareness of emotions and its relationship to some concepts

The role of emotional intelligence in self-awareness of emotions: Since the first step in acquiring awareness is "knowledge", emotional intelligence enables the individual to notice his different emotional reactions, which gives him knowledge through what he experiences by himself or through someone else. It is an element of emotional intelligence, which is the ability to correctly identify emotions; This is because when we are aware and identify our emotions, we can realize how our actions, moods and emotions affect others, and observing an individual's emotional experience is another emotional intelligence skill related to self-awareness of emotions, and another factor in emotional self-awareness is the ability to notice the relationship between our feelings our behaviors, as well as the ability to identify our strengths and weaknesses; Because people with a high level of emotional intelligence have greater self-awareness of their emotions; Because they understand their feelings and emotions, which helps them to control and control emotions instead of being controlled and led by Goleman.

Explanatory theories of self-awareness of emotions

First - Daniel Goleman's theory (Daniel Goleman 1995)

Goleman's theory concluded that the main layers of the human brain are wrapped around the brain stem, and at the bottom of it is a cavity in which the brain stem rests. Through the overlapping of brain structures in moments of emotion, Goleman's research concluded that self-awareness of emotions requires a special activity from the cerebral cortex in moments of emotion (Robbins and Scott, 2000: 46). And (Daniel Goleman) believes that managing emotions, human relations and communication with others are the basis of self-awareness of emotions, and they are capabilities and skills that can be developed. Logical reasoning, distinguishing between sound and incorrect ideas, and his thinking is contemplative, in which he shows full awareness of the steps of thinking that lead to correct decisions (Al-Makhzoumi, 2004: 79). (Daniel Goleman) model of self-awareness of emotions: Goleman developed a model of self-awareness of emotions in 1998 based on (Mairo Salovey) 1990, but it is a mixed model that mixes the capabilities of emotion with personality characteristics, which are the characteristics of mental health - abilities, motivation and happiness that It makes the individual effective in participating in social situations. This model includes five main dimensions, and these five dimensions included the following: (Abdel-Fattah, 2007: 27-30).

1)   1-Self-Awareness.
2)   2-Managing Emotions
3)   3- Self-motivation
4)   4- Empathy.
5)   5- Social skills.

Second - The theory of Peter Salovey and John Myers (P,Salovey&Mayeres,1990): (Salovey and Myers) pointed out that self-awareness of emotions is an emotion related to the individual's

internal respiratory system and its relationship with the individual's system with external stimuli related to the individuals surrounding him in the surrounding environment, and when a person's relationship with those around him changes, it withdraws on their emotions with each other, and that identifying the meanings of The emotions of self-awareness of emotions, and their relationships and control, help the person to solve problems with a sound and organized methodology and mentality, within the scope of realistic postulates, and to enhance cognitive activities (61: 2000, Salovey & Mayeres).

Model (Salovey and Myers)

The model (Salovey and Myers) included four four:

First: Awareness of emotions: It is the basic manifestation of self-awareness of emotions, revealing symbols and deciphering them into their best forms, and contributes to a person's guidance of his own emotions.

Second: Understanding Emotions: It is a person's ability to recognize their capabilities in understanding emotions, evaluating their relationships with others, and mitigating differences between others.

Third: Emotions management: a person has the ability and self-awareness of emotions that enable him to direct his negative and positive emotions and manage them well to achieve his goals.

Fourth: The use of emotions: It is a person's ability to control and control his emotions and change his mood to reach the best ways of harmony with others. (2005: 60, (Salovey & Mayer).

Chapter Three: Research Methodology and Procedures
Research Methodology and Procedures

This chapter includes a presentation of the research method, and the procedures followed by the researcher for the purpose of achieving the objectives of his research, starting with choosing the appropriate approach, describing the community, methods for selecting the sample, extracting the psychometric properties of the two scales and application procedures, as well as identifying the appropriate statistical methods for analyzing and processing research data to obtain results and on As follows:

First, the research method

The research methodology is the scientific step that the researcher follows to solve a specific problem, and that this methodology must be compatible with the research problem and its objectives, and since the goal of the research is to identify the correlation between self-awareness of emotions and preventive confrontation among secondary school teachers, so the appropriate approach is descriptive research, as it It is not limited to defining the relationships between its elements or between them and educational, psychological or social phenomena, but rather goes beyond that, analyzing, interpreting, comparing and evaluating in order to reach meaningful generalizations that increase our knowledge of that phenomenon. as such, the study of correlational relations helps to know the type and size of the relations between the variables, some of them are negatively correlated, some are positively correlated, and some are partially or fully correlated (Melhem, 2000:387).

Second: The research community and its sample
A- Research community

Determining the research community is one of the important steps in descriptive research, and it requires great accuracy, as the research procedures, its design and the adequacy of its results depend on it (Abdul Moamen, 2008: 184). Females) for the academic year (2021-2022), as the number of secondary school teachers reached (4738) teachers by (2358) teachers, at a rate of (49.77%), and (2380) schools at a rate of (50.23%), distributed over (157) School.

B. sample search

The sample means a group of individuals representing a part of the original community, as it is withdrawn from the original community according to an appropriate scientific method (Al-Mahmoudi, 019 2: 160). (7.5%) and by (177) teachers and their percentage is (49.77%) and (179) teachers and their percentage is (50.23%), and the table below shows the research sample distributed by type Table (1).

Table 1 *Distribution of the basic construction sample (statistical analysis)*

percentage	female	school	Percentage	Male	School
%8	30	Tahrir High School	%3	10	Babylon high school
%5	18	Al-Hilla High School for the Distinguished	%4	13	star high school
%3	10	Virtues High School	%4	15	media high school
%2	8	Cairo High School	%3	9	Imam Hussain High School
%1	5	Haidari high school	%3	11	warka high school
%2	8	innovation high school	%3	12	Safeen High School
%3	9	Warka secondary school for girls	%3	10	Cairo High School
%3	10	Al Kholoud high school for girls	%4	13	Haidari high school
%3	9	Al-Amal High School	%2	6	Sinai High School
%4	13	Al Thuraya High School	%3	10	Al-Hussainiya High School
%3	9	brilliance high school	%3	11	Al-Anfal High School
%5	17	Al-Masudi high school	%2	8	Nile High School
%2	8	Ansar high school	%4	14	High School
%3	11	Rahman high school	%1	5	Al-Abrar High School
%1	5	High School	%2	6	Al-Nakhil high school
%3	9	Al-Anfal High School	%3	9	Al Seddik High School
%50.23	179	total	%2	7	Al-Bawassel High School
			%2	8	innovation high school
			49.77%	177	Total

Fourth: the search tools

Measuring the self-awareness of emotions requires for secondary school teachers to prepare a scale that meets the scientific conditions and because there is no scale of self-awareness of emotions that is commensurate with the sample of the current research, so the researcher prepared the scale according to the steps below:

A- Description of the scale: The researcher reviewed some literature and theories, including:

(Golman, 1995), the theory (Salovey and Myers, 1990), and the theory (James River), (Lynne Schwartz 1987) (Motivational, 1965). In order to fit the theory (Golman, 1995) to the variables of the current research, the researcher adopted the theory and its definition to determine the paragraphs of the self-awareness scale of emotions for secondary school teachers and to determine its fields. Thus, the researcher was able to formulate (37) paragraphs:

B - Steps to prepare a scale of self-awareness of emotions
Logical analysis of the scale items

Ebel indicated that the scale is truthful if its paragraphs measure what they were designed to measure. It consists of (18) arbitrators and specialists in educational and

psychological sciences, teaching methods, Arabic language, measurement and evaluation, and asked them to express their opinion on the validity of the paragraphs of the scale in terms of their suitability to the research sample and whether their formulation is good or does it need to be modified as well as their approval of the alternatives approved for each paragraph, and in light of Notes of the arbitrators The researcher made some simple modifications, and the researcher adopted the chi-square test to determine the validity of the paragraphs and the following table illustrates this:

Table (2) *chi-square to find out the percentage of arbitrators' agreement on the validity of the paragraphs of the scale of self-awareness of emotions*

Indication level 0.05	ca^2. value Tabular	Calculated	disapproves	Agrees	Number of experts	Paragraphs
Significant	3,84	18	zero	18	18	28-1

The table above shows that the value of the chi square is a function of all paragraphs, as the calculated value of KA2 reached (18), which is greater than the tabular KA2 value of (3,84) at a degree of freedom (1) and a level of significance (0.05) and based on the opinions of arbitrators and specialists and their observations The paragraphs of the scale of self-awareness of emotions remained (37) paragraphs, with the exception of some minor modifications that the researcher took into account, and after completing those procedures, the scale became ready to be applied to the sample of statistical analysis, and these paragraphs were considered apparently honest.

2. Statistical analysis of the scale items

Specialists in psychometrics point out the importance of the statistical analysis of the items, because it reveals the accuracy of the scale in measuring what was prepared to be measured, and accordingly, the items that have good characteristics should be kept and the inappropriate ones should be excluded.

First - Calculation of the discriminatory power of paragraphs

The researcher followed the following steps to find the discriminatory force

1) The measurement tools were applied to the statistical sample of (356) male and female teachers, then the researcher corrected the measurement tools.

2) Ranking of the total scores from the highest score to the lowest.

3) A percentage of (27%) of the higher group of forms with the highest scores were adopted by (96) forms, and (27%) of the forms with the lowest scores were adopted, and by (96) forms in the lower group, bringing the total of forms to (192), to represent the two peripheral groups And since the sample of statistical analysis consisted of (356) teachers, as the number of teachers in the upper group was (96) and their scores ranged between (111-98) and the lower group reached (96), their scores ranged from (96-52) for the scale of self-awareness of emotions. A percentage (27%) makes the two groups on the best image in terms of size and contrast (45: 2003, Harris)

4) The T-test was applied to two equal samples to test the significance of the differences between the upper and lower groups for each item. The calculated T-value was considered an indication of the discrimination of each item of the scale by comparing it with the tabular value of (1.96) at the level of significance (0.05). And the degree of freedom (190), and the following results appeared, that all the items of the two scales are distinct, because the calculated T-value was greater than the tabular value, where the (T) value of the scale of self-awareness of emotions ranged between (2.193-9.948), Therefore, all the paragraphs are distinguished, as shown in the table below (Table 3).

Table (3) *The discriminatory power by the method of the two extreme groups for the items of the self-awareness of emotions scale*

Significance level (0.05) and tabular value (1.96)	Calculated value	Lower group		Senior group		T
		Standard deviation	SMA	Standard deviation	SMA	
Function	9.948	0.549	2.342	0.263	2.925	**1**
Function	7.621	0.774	2.322	0.521	2.708	**2**
Function	7.984	0.636	1.925	0.664	2.629	**3**
Function	9.242	0.631	2.208	0.570	2.604	**4**
Function	8.910	0.634	2.092	0.537	2.805	**5**
Function	8.272	0.696	2.018	0.544	2.722	**6**
Function	3.368	0.703	2.009	0.710	2.333	**7**
Function	9.817	0.577	2.388	0.189	2.963	**8**
Function	2.782	0.699	1.927	0.557	2.572	9
Function	3.756	0.661	2.437	0.364	2.843	10
Function	5.955	0.603	2.490	0.344	2.888	11
Function	6.433	0.683	2.018	0.627	2.592	12
Function	6.396	0.618	2.490	0.309	2.916	13
Function	3.138	0.714	2.260	0.522	2.645	14
Function	2.748	0.627	1.787	0.753	2.046	15
Function	4.141	0.612	1.787	0.729	2.166	16
Function	7.102	0.709	2.037	0.608	2.675	17
Function	4.002	0.656	2.229	0.502	2.75	18
Function	5.757	0.703	2.270	0.475	2.760	19
Function	6.689	0.584	2.218	0.556	2.718	20
Function	6.633	0.550	2.385	0.174	2.968	21
Function	7.207	0.667	2.277	0.443	2.833	22
Function	7.228	0.643	1.750	0.637	2.379	23
Function	7.477	0.633	2.194	0.485	2.768	24
Function	2.523	0.725	2.177	0.452	2.760	25
Function	8.271	0.714	2.260	0.298	2.927	26
Function	7.446	0.645	2.351	0.354	2.879	27
Function	5.307	0.676	2.833	0.828	2.379	28
Function	2.605	0.697	2.093	0.539	2.656	29
Function	4.960	0.597	1.870	0.836	2.361	30
Function	4.742	0.673	1.935	0.785	2.407	31
Function	3.834	0.606	2.270	0.332	2.875	32
Function	2.193	0.670	2.385	0.409	2.854	33
Function	5.956	0.732	1.968	0.612	2.562	34
Function	8.183	0.755	2.364	0.409	2.854	35
Function	3.671	0.726	2.093	0.668	2.625	36
Function	3.301	0.654	2.614	0.298	2.927	37

Second: Internal consistency

The validity of the paragraphs is an indication of the ability of those paragraphs to measure the very concept that the scale measures (Allam, 2003: 298), as it is possible to know whether each of the scale's paragraphs is in the same path in which the scale is carried out, and this can be verified by finding the related relationships between Whoever:

The method of correlating the item's score with the total score of the scale

To find out the extent of the correlation of the scores in each of the items of the scale to the total score, the Pearson correlation coefficient was used because the two variables are connected, i.e. (the scores of the test items are 3,2,1). The scale of self-awareness of emotions may range between (0.518-0.134) and when compared with the tabular value of (0.098) at the level of significance (0.05) and the degree of freedom (2-356), it appears that all the paragraphs of the scale are statistically significant as shown in Table (4)

Table (4) *Correlation coefficients between the paragraph and the total scores of the emotional self-awareness scale*

Significance level at (0.05)	correlation coefficient	T	Significance level at (0.05)	correlation coefficient	T
function	0.437	1	function	0.483	1
function	0.408	2	function	0.290	2
function	0.518	3	function	0.118	3
function	0.430	4	function	0.283	4
function	0.451	5	function	0.051	5
function	0.391	6	function	0.387	6
function	0.502	7	function	0.321	7
function	0.473	8	function	0.400	8
function	0.221	9	function	0.300	9
function	0.406	10	function	0.346	10
function	0.134	11	function	0.200	11
function	0.262	12	function	0.341	12
function	0.457	13	function	0.249	13
function	0.324	14	function	0.331	14
function	0.373	15	function	0.066	15
function	0.375	16	function	0.194	16
function	0.255	17	function	0.157	17
function	0.316	18	function	0.347	18
function			function	0.325	19

The way the degree relates to the domain to which it belongs in the emotional self-awareness scale

It is done by finding the correlative relationship between the scores of each item of the scale and the total score of the domain to which those items belong, where the Pearson correlation coefficient was used, and the confirmed results appeared in the table below Table (5)

Table (5) *values of the correlation coefficient of the paragraph with the domain to which it belongs*

The t value of the correlation sign	Correlation coefficient value	T	field	The t value of the correlation sign	Correlation coefficient value	T	field
function	0.512	1		function	0.087	1	
function	0.496	2		function	0.300	2	
function	0.578	3		function	0.127	3	
function	0.508	4		function	0.360	4	
function	0.480	5		function	0.126	5	
function	0.496	6		function	0.501	6	
function	0.581	7		function	0.471	7	
function	0.561	8	The domain of the social self	function	0.502	8	
function	0.098	9		function	0.406	9	
function	0.398	10		function	0.430	10	
function	0.149	11		function	0.341	11	The domain of the personal self
function	0.057	12		function	0.326	12	
function	0.424	13		function	0.320	13	
function	0.347	14		function	0.369	14	
function	0.488	15		function	0.175	15	
function	0.379	16		function	0.204	16	
function	0.379	17		function	0.219	17	
function	0.296	18		function	0.258	18	
				function	0.370	19	

The method of correlation of the domain with the total score of the scale of self-awareness of emotions

The main objective of this method is to find the correlation between the scores of the responding individuals on each domain and the total score of the scale of self-awareness of emotions. Pearson's correlation coefficient was used, and the results appeared below.

Table (6) *Domain correlation table with the total score of the emotional self-awareness scale*

Indication Level	Tabular	degree of association	Field
Function	0.098	0.793	The domain of the personal self
Function	0.098	0.847	The domain of the social self

It appears in the above table that all the values of the domain degree correlation with the total score of the emotional self-awareness scale are higher than the tabular values of (0.098) with a significance level of (0.05) and a degree of freedom (354).

Fifth - Psychometric properties of the scale of self-awareness of emotions.
5.a- honesty

Honesty is one of the basic characteristics that must be available in a scale or test, as Cronbach defined honesty as the level of confidence that measures the degree of a scale or test that reveals the presence of a particular trait (Al-Zahir, 1999: 31), in other words, a valid scale is able to measure the phenomenon or trait. For which the scale was developed (Abd al-Rahman, 1998: 185), the validity of the tool was verified by means of two types of validity:

First - Virtual honesty (Validity Face)

Apparent honesty represents the general appearance of the test or scale, i.e., the initial examination of the contents of the test in terms of how the wording, the type of paragraphs and

their clarity, as well as the test instructions, their accuracy and clarity. (Al-Ajili et al., 2001, 130), as the best way to extract the apparent validity is by presenting the paragraphs of the scale to a group of specialized arbitrators and taking their opinions about the extent to which the paragraphs of the scale represent the trait to be measured. (Al-Ghareeb, 1977, pg. 584)

Second - Validity Construct

This type of validity refers to the extent to which we can estimate that the scale measures a theoretical construct or a specific characteristic, ie, an analysis of the scale or test scores based on the psychological structure of the phenomenon to be measured (1972:111, Stanley & Hopkins). As this type of validity deals with the relationship between the results of tests and standards and the theoretical concept that the test or scale aims to measure, and it constitutes the theoretical stage in developing tests and standards (Pauling, 2008: 48). Discriminatory power by the method of the two extreme groups and by using the t-test for two independent samples and for each of the scales included in the tool. The second method is the relationship of the paragraph with the domain to which it belongs. The third method is to find the correlation between the degree of the paragraph and the total degree of the scale to which it belongs, using the Pearson correlation coefficient, and this was explained by the researcher previously.

5. B-Stability

Stability refers to the psychometric properties that must be checked in order to show the validity of the scale, as well as the validity, which makes it more robust and robust (1994:223, Moss). Since the validity of the measurement depends on the extent of the stability of its results, the fixed scale gives almost the same results, when the scale is re-applied to the same individuals again or under other variable conditions, and the stability refers to the accuracy and consistency in estimating the true degrees of the individual in the trait or phenomenon he measures (Back, 1992, p. 194), and Table No. (7) shows this.

Table (7) *Stability sample for the self-awareness of emotions scale*

Total	Female	Male	Name of the school	T
10	6	4	Al fadael High School	1
10	4	6	Cairo High School	2
10	4	6	Haidari high school	3
10	6	4	innovation high school	4
40	20	20	Total	5

The researcher verified the stability of the tool in two ways

First- Test-Re-test: to verify the stability of the scale of self-awareness of emotions in this way, the researcher applied the scale to a sample of (40) teachers of secondary school teachers in the province of Babylon and re-applied it in a number of time (14) A day on the first application on the same sample, and the researcher used the correlation coefficient (Pearson) to find out the correlation coefficient between the scores of individuals on the first and second applications, as the reliability coefficient in this way was (0.81), and this value of the reliability coefficient is good (Al-Asadi and Faris, 2015: 200).

Second - The internal consistency method using the Cronbach method

The general formula for calculating the reliability coefficient by the Alpha Cronbach method consists of internal homogeneity, resorting to the number of paragraphs, the sum of the variances of the paragraphs constituting the test and the variance of the test as a whole (Mahasna, 2013: 134), and to estimate the stability by the Alpha Cronbach method, the researcher applied the Facronbach equation on the scores of the individuals of the research sample of adults. (356) male and female secondary school teachers in Babil Governorate), as the value of the reliability coefficient in this way was (0.91), and this value of the stability

coefficient is good (Al-Asadi and Faris, 2015: 200).

5.c. Statistical indicators of the scale of self-awareness of emotions

The researcher found statistical indicators for the scale of self-awareness of emotions to know how close the distribution of scores is to the normal distribution, which is a criterion for judging the sample's representation of the society to which it belongs, and then the possibility of generalizing the results. The results shown in

Table (8) *shows the values of the statistical indicators of the emotional self-awareness scale*

356	Sample volume
93.68	Arithmetic mean
95.00	Mediator
93	mode
9.085	standard deviation
82.528	variance
-0.832	skewness
1.917	kurtosis
59	Term
52	lowest degree
111	highest score

It is clear from the statistical indicators of the preventive confrontation scale that it is close to the normal distribution, which gives an indication of the sample's representation of the community and the possibility of generalizing the results, as the kurtosis value reached (1.917), which is close to the standard value of the kurtosis of the moderate distribution, while the skew value reached (0.832), and with this The skewness is described as symmetry because it falls within the range of the equilibrium distribution (Awda and Al-Khalili, 2000: .97). As for the measures of central tendency (the mean, the median, and the mode) they were close in degrees.

Chapter Four: Presenting and Interpreting the Result of the Research Objective

Recognizing the self-awareness of emotions among secondary school teachers.

The scale of self-awareness of emotions was applied to a sample of secondary school teachers, and after correcting it and doing the appropriate statistical analysis, the results showed that the arithmetic mean of the scores was (89.57) with a standard deviation of (6.724) and a hypothetical average of (74) degrees, and to examine the statistical significance of the differences between each of the mean The arithmetic verified and the hypothetical mean, the researcher used the (t) test for one sample and the results showed that the calculated (t) value of (43.735), which is greater than the tabular t-value of (1.96), has a significance level (0.05) and a degree of freedom (355), and as Table (8) is shown.

Table (8) *the arithmetic and hypothetical mean, standard deviation, and the calculated and tabular T-value of the scale of self-awareness of emotions for the members of the research sample*

The degree of statistical significance	T value		Freedom Degree	standard deviation	hypothetical mean	SMA	Sample volume
	Tabular	Calculated					
0.05	1.96	43.73	355	6.724	74	89.57	356

It appears in Table (8) that secondary school teachers enjoy a high level of self-awareness of

their emotions. Dealing with each individual in a different way, as a result of which they control and control their emotions. Studies and theories in the second chapter have confirmed that if the grade is high, it will be very useful for building the personality of the teacher, and the teacher who possesses self-awareness of emotions has the ability to confront problems and raise them in order to raise a new generation with strong will and sincere conscience (Al-Hawarna, 2007: 331).

Recommendations

In light of the results and their discussion, the researcher reached a number of recommendations:
1)   Maintaining this high level of self-awareness of emotions among secondary school teachers by providing them with material and moral reinforcements.
2)   Paying attention to the factors that contribute to raising awareness of emotions among secondary school teachers in order to improve their performance level and increase their scientific productivity.

Suggestions

1)   Building a counseling program in colleges of education according to theories of self-awareness of emotions to develop the behavior of awareness of emotions among first-year students in the university, in order to achieve adaptation and positive integration for them with university life, being the basis for the number of teachers and teachers.
2)   Conducting a study on self-awareness of emotions and its relationship to personality traits among secondary school teachers.

Sources and References

Saad Lamash, The Collector of Algerian School Legislation, Dar Al-Huda, Volume 2, Ain Melilla - Algeria, 2010.

Jaber Abdullah (2006). The Stress Preparedness Checklist. Retrieved September 12, 2016, from https://estherg.info.yorku.ca/greenglass-pci/.

Hussein, Muhammad Al-Hadi (2007): Emotional intelligence and the dynamics of social learning power, Al-Ain University Book House, 1st Edition, United Arab Emirates.

Al-Sayyid and Abdul-Qader (2006), in Al-Khalidi, Abdul-Rahman bin Munif (2014): Self-awareness and its relationship to psychological adjustment among male and female secondary school students, a published master's thesis in Educational Guidance and Psychological Guidance.

Abu Ghazal, Muawiya Mahmoud (2011), Emotional and Social Growth from Infancy to Adolescence, Modern Book World, Irbid, Jordan.

Al-Jubouri, Awras Hamid Idris (2014): Sense of self and its relationship to emotional and social adequacy among distinguished students and their peers, unpublished MA thesis, University of Baghdad, College of Arts.

Ali, Ismail (2009), Psychoanalytic Theories and their Modern Trends at the Service of the Individual, University Knowledge House

Didur, M. D., Egorova, I. A., Novoseltsev, S. V., & Zinkevich, E. R. (2021). Towards a history of the development of osteopathy. *History of Medicine, 7*(2), 161-169. https://doi.org/10.17720/2409-5834.v7.2.2021.06f

Nasser El-Din, Zidan, The Psychology of the Teacher (A Descriptive Analytical Study), Diwan of University Publications, (Dr.), 2007, Algeria

Pam, Robbins and Jane Scott (2000): Emotional Intelligence, translated by the left-handed Safa and Aladdin Kafafi, Cairo, 1st Edition, Dar Al-Qaba for Publishing and Distribution (Egyptian Joint Stock Company).

Makhzoumi, Amal (2004): Emotional Intelligence and Aggressive Behavior, Al-Hosn Al-Nafsi Journal, No. (14).

Abdel-Fattah, Eman. (2007). How to become more effective and achieve success through emotional intelligence and energy utilization methods. A working paper presented at the symposium "Developing leadership skills for managers of public and private business organizations". Cairo.

Melhem. (2000). Educational and psychological measurement and evaluation: its basics, applications, and contemporary trends, Dar al-Fikr al-Arabi, Cairo, Egypt.

Mitsyuk, N. A., & Pushkareva, N. L. (2021). The development of the system of clinical obstetrics in Russia (from the late eighteenth to the early twentieth century). *History of Medicine, 7*(2), 153-160. https://doi.org/10.17720/2409-5834.v7.2.2021.05e

Abdel-Moumen, Ali Muammar (2008), Research Methodology in Social Sciences, Fundamentals, Techniques and Methods, 1st Edition, National Book House, Bangari, Libya.

Al-Mahmoudi, Muhammad Sarhan Ali (2019), Curriculum of Scientific Research, 3rd Edition, Dar Al-Kutub, Sana'a, Yemen

Allam, Saladin. (2003) Institutional educational evaluation: its foundations, methodologies, and applications in evaluating schools, i 1, Dar al-Fikr al-Arabi, Cairo, Egypt.

Al-Zahir, Zakaria Muhammad and others (1999), Principles of Measurement and Evaluation in Education, Culture Library, Amman

Abdel Rahman, Saad. (1998). Psychometrics, Al Falah Library, Kuwait.

Al gareeb, Symbolism. (1977). Psychological and educational assessment and measurement, Anglo Library, Cairo, Egypt

Al-Ajili, Sabah Hussein (2001), Principles of Educational Measurement and Evaluation, Ahmed Al-Dabbagh Library, Baghdad, Iraq

Pauling, Ann (2008), Measuring Health, Presentation of Quality-of-Life Metrics, 1st Edition, International House of Ideas Group, Amman, Jordan. School Evaluation, 1st Edition, Dar Al-Fikr Al-Arabi, Cairo, Egypt.

Al-Asadi and Faris, Saeed Jassem and Sundus Aziz (2015): Scientific Research Methods in Educational, Psychological, Social, Administrative Sciences and Fine Arts, Analytical and Applied Presentations, Dar Al-Wadah Publishing, Amman.

Greenglass & AL massy, Z. & Pék, G. & Papp, G. (2014): The Psychometric Properties of the Hungarian Version of the Proactive Coping Inventory: Reliability, Construct Validity and Factor Structure, International Journal of Psychology and Psychological Therapy, vol. 14, No. 1.

Karnauh, N. V., & Galaguzova, M. A. (2021). The development of medical pedagogy in russia in the first half of the 19th century. *History of Medicine, 7*(1), 70-78. https://doi.org/10.17720/2409-5834.v7.1.2021.08h

Kovaþeviü MP, Pozgain I, Filakoviü P, et al. (2018) Relationship between coping strategies and emotional intelligence among patients with schizophrenia. Psychiatria Danubina 30(3): 299–304. DOI: 10.24869/psyd.2018.299.

Salovey, P. & mayeres, j (2000) Emotional Intelligence Imagination, cognition and personality, Y. S. A

Oxford English Dictionary. (2008). Retrieved September 24, 2008, from http://www.oed.com. 175 Pacheco

Lewis, M (1993): The emergence of human emotion

Harris, R. (2003). Traditional nomothetic approaches. In S. Davis (ed.), Handbook of research

methods in experimental psychology (pp. 41-65). Australia: Blackwell Publishing Ltd.

Gregory, R. (2015). Psychological testing: History, principles, and applications (7th ed.). England,Pearson, Education Limite

Urbina, S. (2014). Essentials of psychological testing (2nd ed.). New Jersey: John Wiley & Sons, Inc

Stanley. G. J. & Hopkins. K. D. (1972). Educational and Psychological Measurement and Evaluation, New Jersey prentice Hall.

Moss, P. A. (1994): "can there be nalidity without reliability Education researcher , USA.