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Development Of Affective Self – Awareness On Stage Of Later Childhood

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Abstract

1 . Affective Self – Awareness in children according with two variables: A . Age (9,10,11) years. B . sex (males/females). 2 – The indication of differences in the development of Affective Self – Awareness for children according with two variables:: A . Age (9 ,10 , 11) years . B. sex (males/females). In order to achieve the aims of the current study ,the researcher adopts of the scale Affective Self – Awareness (Tangney &eaal,1991) This scale comprises (15) stories, scenarios (10) of which are negative, and the other (5) are positive. They have been prepared as a test which has been translated in to the Arabic language. This test has been checked and examined to be a true demonstration of scaling properties, Also this test has been applied to the sample study of (180) respondents of children aged (9,10 ,11) years. The division between males and females was justifiably applied to (60) child per each age involved in this study. The data got from the sample results were statically computed and show the findings: 1.The children of(9,10,11)years have Affective Self – Awareness.2. The sentimental self – consciousness takes continuous developed way not occasionally in life. 3. The way of the Affective Self – Awareness is not influenced by age and sex.

KeyWords: Development , Affective Awareness , Childhood.

Chapter 1: Definition of Research:

Research problem:

Feelings play an essential role in the conduct of life and the accompanying personal decisions. Violent feelings lead to confusion of logic. Lack of awareness of feelings can be a hindrance, especially when making decisions on which our fate depends. It makes one feel fear, shame, (21). Both Borland et al. (1998) show that late childhood children cheerfully engage in discussions about their feelings, which are able to identify a wide range of emotions and reflect on the consequences that may be raised and how they experience them (Borland et al., 1998: 3). This emotional weakness in childhood may remain relatively constant over time and predict psychological illnesses in adolescence and rudeness (Schneider & Leitenberg, 1989).

The theoretical visions of the evolutionary path of emotional self-consciousness diverged. Flavell and Green (2000) argue that the change in the emotional life of children coincides with cognitive progress that enables the development of as much complex information as possible about the causes of emotional awareness. Although children begin with early emotional experience in their lives, their conceptual information about the determinants of these emotions lies in another development during middle and late childhood. (7-10) years, the child is better able to think self-reflection in the contents of his mind and feelings, and be more precise in judgment when he thinks of others and what they think (Flavell & Green, 2000: 97). While Ferguson & Stegge, (1995) shows that most children in early childhood exhibit behaviors that indicate emotional self-awareness, such as shyness when they know that others are looking at them or showing a smile when they respond positively to their actions or appear sad or withdrawn after receiving negative feedback (Ferguson & Stegge, 1995). : 17). Based on the foregoing, there is support supported by the theories that children start emotional self-awareness after they begin to speak, and that their emotional awareness improves with age. There are other views that emotional awareness only appears when the child reaches late childhood. The current study attempts to answer the following question: Do children (9, 10, 11) have emotional self-awareness? Does emotional self-awareness take a gradual or continuous course of evolution?

Research importance:

The child, when he is highly aware of what he feels, thinks and understands through himself, has the ability to see this through his actions and

actions, and becomes an observer of his self and his environment, according to subjective and objective tests. He has a kind of self-evaluation for himself and his external environment (Said, 2008: 162.)

There is a strong emphasis on the importance of emotional awareness pointed out by some of the theorists. Both Mash and Wolfe (2007), who have expressed emotional awareness and expression, have been the core element of human psychological experience and the main feature of activity and organization of children since birth. The emotional experiences of children and the expression and organization of emotions are of particular importance in the child's relationships and social interactions, thus being the basis for the early development of the personality. Children have a natural tendency to take care of the emotional hints of others that help them learn and regulate their own emotions (Mash & Wolfe, 2007: 45) . And that the development and promotion of emotional awareness of the child in the educational system, is an important requirement and consider, as the emotions in the view of Kirk Kirk, 2009)) need a reason for their existence, and emotional awareness will be understanding that reason, and Kirk explained that emotions are a complete response system, On various factors and experiences, and includes physical sensations and ideas for the individual. To control emotions one needs to address his own thoughts and physical sensations, which requires information that produces emotional awareness (Kirk & etal, 2000: 69).

Lane et al. (2004) also noted that emotional awareness is the most important skill of emotional intelligence as emotional awareness represents the ability to identify and describe one's emotions and the emotions of others (Lane & etal, 2004: 171). Macintyre (2001) further emphasizes that the development of emotional awareness is of great importance as part of the child's healthy development, as it allows the child to: (search confidently for new places, express feelings and emotions, appreciate works of art (music and dance) (General feeling in the mosque or church) (Macintyre, 2001: 33).

Studies also emphasized the importance of emotional self-awareness through its association with many psychological variables. Ryan and et al (1989) have shown that emotional awareness plays an important role in self-organization (et al., 1989: 436 Ryan). The Scheer & Carver (1977) study indicates that individuals with higher self-awareness are more passionate and more emotional than their low-sense peers. They also concluded that emotional self-feeling stimulates behaviors that increase the stability of the social pyramid and emphasize the roles of social status

(Scheir & Scarver, 1977: 625).

The importance of the research is also of the importance of the studied stage, since the late childhood has not been studied and considered sufficient and adequate study so we have little information about emotional self-awareness. As well as the novelty of comparative research, especially at the local level, as the researchers believe that this research is one of the first research in Iraq and the Arab world (within the knowledge of researchers).

research goals:

The current search aims to identify:

1 - Emotional self-awareness in children according to variables:

A) Age (9, 10, 11) years.

B. Sex (males / females).

2. Significance of differences in emotional self-awareness in children according to variables:

A) Age (9, 10, 11) years.

B. Sex (males / females).

Search limits:

The current research is determined by children of the ages (9, 10 and 11) who are present in the primary schools in the governorate of Baghdad in the departments of Al-Karkh (1st, 2nd and 3rd), Al-Rusafa (1st, 2nd and 3rd), for both sexes for the academic year (2018/2019) .

Terminology:

Firstly. Development (Development):

Definition Language:

Ibn Masur (p.): Phase: It was developed after a stage, and sometimes after a time. People are phases. The Almighty says: "He created you for a time", ie, different things and different sources (Ibn Manzoor, p. 6: 396).

Definition Definition:

The definition of Shaaban and Tim (1999): a continuous process of progress interspersed with periods of speed and periods of slowness and periods of decline sometimes, but it is an integrated natural process, a complex interaction between learning and maturity and training (Shaaban, Tim, 1999: 111).

The definition of "Santrock" (Santrock, 2006) is a change in personal abilities that begins from conception and continues in relation to the individual's life. Most developments include progress, although they also include regression (Santrock, 2006: 5).

Evolution is theoretically defined in the current research as: developmen-

tal changes occurring in children aged 9, 10 and 11 years in emotional self-awareness. Aggressively defined as the changes in the total score the child receives in response to the emotional self-esteem scale in age.

Second. Emotional Self-Awareness: (Affective Self - Awareness)

Definition Language:

Al-Zayyat et al. (2004): Awareness of the person who is aware of his sleep or negligence: - Aware of his negligence / awareness - awareness of knowledge (Zayat et al., 2004: 114).

Definition Definition:

Tangney et al., 1991 (Tangney & et al., 1991): that individuals recognize their emotions and effects, know their emotions at any time, and for whatever reason, and understand the links between their feelings, thoughts and actions.

Meyer & Salouqi (1997): It is the stage at which the individual is able to understand his emotions accurately, to predict and express them correctly, based on emotional information, and to understand the connection between emotions, ideas and actions (Meyer & Salouqi 1997: 10).

Venter (1998) defines the level of the individual in emotional function. These levels vary from the lowest emotional level to the highest level of interaction, which requires the ability to monitor the inner emotions as well as the emotions of others. This ability should be obtained or Learn 38): Venter, 1998).

The two authors adopted the definition of Tangany et al. (1996) as a theoretical definition. The procedural definition is the degree to which the respondent receives a response to the emotional self-awareness scale, which focuses on only two emotions (feelings of guilt, feelings of shame).

Third. Late childhood: (Later Childhood)

Zahran (1990) defines the age group (9, 10, 11) as the age group (4, 5 and 6).

Definition of Wafi (2006): It is called pre-adolescence and begins at the age of nine years and ends at the age of twelve years. This stage is a prelude to puberty and adolescence and therefore has a slow growth rate in several aspects (Wafi, 2006: 144).

The researchers adopted the definition of Zahran (1990) as a theoretical definition of late childhood.

Chapter Two: A theoretical framework, and previous studies:

This chapter consists of two axes: the first is for displaying the theoretical framework of the research variable, and the second for the previous studies, as follows:

Axis I: Theoretical Framework:

First: the theory of Doral and Wicklund (1972):

This theory holds that when an individual is conscious of his personal experiences, he can have three emotional influences:

First, self-awareness refers to an assessment situation in which individuals compare their current attitude or behavior to relevant personal standards. Because people rarely meet their criteria fully, emotional self-awareness often produces negative feelings (Steenberg & Aderman, 1979: 330). Second, self-awareness can change the nature of people's emotional experiences. Where they can weaken their own emotions by distracting or distracting their feelings. A person's focus on his or her emotions can make him more aware of those emotions, while focusing on other aspects of experience (such as planning or daydreaming) can distract attention from their feelings (Silvia, 2002: 53).

Third, thinking about an individual's self contributes directly to his or her emotional experience even in the absence of any emotional stimuli. People can tell their emotions to analyze their motives, evaluate themselves, and meditate on their inadequacies (Wilson & Schooles, 1991: 192).

Second: the theory of Buss (1980) (sense of self):

This theory is called the theory of the sense of self. It has been shown that the subjective feeling has different basic dimensions that affect the way in which the human selects his or her own information. These dimensions are the sense of self and the general sense of self. The internal visceral sensations, the different motivations, the physical stimuli, the fantasies and the dreams are the source of information for those with a particular sense of self. However, after the general sense of self, the source of information is completely external, coming from daily interaction and personal and social communication (Buss, 1980: 21). He points out that individuals are distributed according to the concept of self-sense at a distance that begins with "excessive self-awareness" - individuals with a higher sense of self who are above average or average, and end up at the other end in individuals who have no attention to themselves. The feeling is particularly low, and the scheme (1) illustrates this:

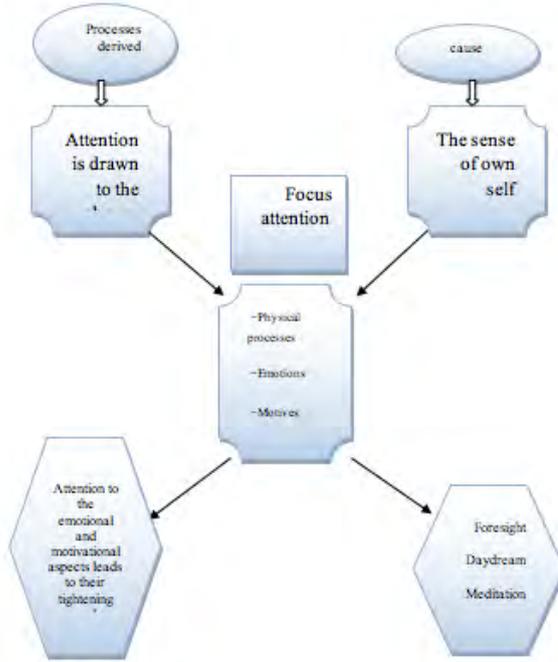


Chart (1) illustrates the aspects of the sense of self

Chart (1) illustrates the aspects of the sense of self

Third: Lin and Schwartz's Theory: Lane & Shwartz (1987)

This theory is the first of the theories that established emotional self-awareness in light of levels of consciousness. These levels can be described as representations of abilities achieved through evolutionary processes such as the Piaget theory of evolution (Piaget, 1972). Theorists have pointed out that individuals develop in a different way by organizing emotional experiences. The development through emotional levels of emotional self-awareness is seen as a result of progress and hierarchical transition within the cognitive organization of knowledge-related emotion. Seven levels were identified in the process of achieving emotional self-awareness, and Table 1 illustrates:

Table (1)

Demonstrates levels of emotional self-awareness

Emotional abilities / skills	Perception / sensation	Characteristics	Levels of emotional awareness	
There are no emotional skills	There are no emotional skills	There are no emotional experiences	Emotional part	Level 1
Awareness of the specific feelings that accompany certain experiences.	Awareness of the specific feelings that accompany certain experiences.	Tells the emotions as physical sensations.	Physical sensations	Level 2
Recognize the passion	Recognize the passion	Consciousness of emotion tells it to rise in energy	Initial experience	Level 3
Determining the Passion - Determining the Emotional Needs Properly doing more correct logical reactions to the emotion.	Ideally called for future sources	Consciousness of emotions does not express emotions verbally to express emotional experience	Verbal obstruction	Level 4
Recognizing and Identifying Emotions Self-Control of Emotions Achieving Positive Emotions. High capacity to complete tasks	Unusual absorption of entitlement or natural advantage of emotions	Awareness of the differences between the basic emotions Understanding the differences in the intensity of emotions	Differentiation	Level 5
Meditation in emotions A little awareness: Meditation After experiencing emotions	Be conscious of integrating emotions.	Understand the impact of emotional tasks. He can relate	Causality	Level 6

High awareness: Experience and identify events quickly enough to mediate.		specific causes to emotions.		
Awareness of the intensity of differences within different emotions. Understanding complex complex emotions.	Awareness of the integration of compact emotions.	Full awareness of self-emotions and others. His ability to manage emotions that affect the self	Empathy and interaction	Level 7
Avoid similar situations, for example, when anxiety or fear is experienced. Drifting in positive directions.	Less awareness of the content and impact of emotions	Impulsive my goal, my purpose decision making abilities	Predicting emotions	Level 8

(143 Lane & Shwartz, 1987: 136).

Table 1 shows that individuals are able to develop their emotional skills to the highest levels of emotional awareness. This assures that emotional self-awareness ability can be learned in the same way with other cognitive abilities.

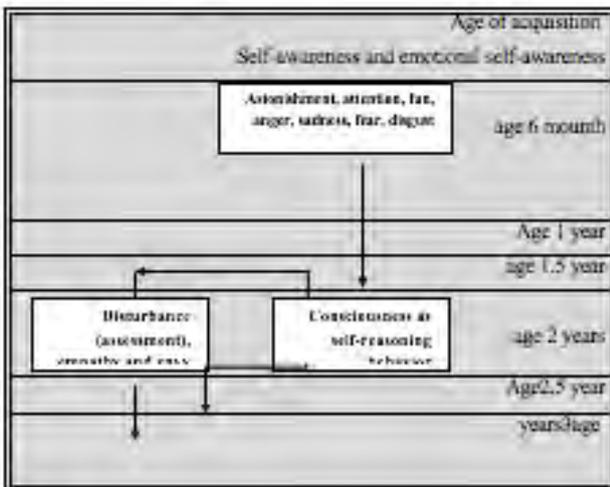
Fourth: Lewis’s theory, 1992 (Lewis) Theoretical theory:

This theory suggests that the development of emotional self-awareness requires changes in cognitive ability. These changes in cognitive ability facilitate changes in emotional development. This view holds that knowledge, especially self-knowledge, is an important (complementary) part of emotional and social development. This theory has attempted to demonstrate that emotional awareness results from the way people think, and in particular to focus attention on others. For example, in the discussion of facial redness (the measure of emotional awareness), Lewis tried to show that the redness of the face causes how it appears in front of others, or also to think about what others think about us that causes redness of the face. This theory assumes that knowledge and emotions follow a hierarchical pattern. Emotions lead to knowledge, which in turn leads to new emotions. This theory suggests that at the age of 15 to 18 months the emergence of critical knowledge, the idea of ego, This knowledge is equipped to produce a set of emotions that do not include self-esteem. These emotions are called self-awareness (apparent emotions) that include empathy, discomfort, and envy. They are based on self-knowledge. When the child reaches

the second half of the second year, Guilt, envy and attention) that are not subject to evaluation, In the third year of the child’s life, a second set of emotions, towards: standards and principles with goals, and the ability to assess the behavior of the individual against these standards, show that such a sequence of emotional development is central to the development of knowledge. The end of this evolutionary chain is the association of emotions with knowledge And social behavior, Table (2) illustrates this:

Table (2)

Demonstrates emotional self development



(Lewis, 1992: 34-41).

Fifth: Wilman & Littuta’s theory (Wellman & Lagattuta, 2000) Self-awareness and emotional thinking:

This theory suggests that children’s experiences of emotional self-awareness can be enhanced by their awareness of mental states as well as their psychological views of the people around them (mind theory). In fact, emotional self-awareness is based on how a person’s thinking is evaluated by others in the light of criteria. What kind of person wants to be a nice, intelligent, mathematically or in terms of how the child perceives other people in their assessment, and so the evolutionary changes in children’s understanding of the mind, which include individual differences in this information should illustrate how children’s experience is determined For emotional self-awareness (Wellman & Lagattuta, 2000: 21-23).

Evidence of the connection between the theory of mental development and emotional self-awareness came from the research by Cutting & Dun (2003). The study tested that early understanding of the mind can lead to a high sense of criticism. Knowing that person is more about what others think and think of making a person more voluntary for negative assessment. This is exactly what the researchers found in children aged 3 and 4 years who showed advanced information about the mind. And children who have shown very limited information about the theory of reason have shown very limited information about emotional self-awareness (Cutting & Dunn, 2002).

Sixth: The Theory of Trance and Robins (Tracy & Robins, 2004):

Although emotional consciousness consists of individual personal experiences, we believe that the stimulation of these emotions occurs in the service of a social function, acting as stimuli or signals threatening the social self. The threat to social self occurs when there is a possibility of loss of self-esteem and status or acceptance (social approval). Such degradation or under-evaluation often occurs in certain situations where a person feels that his abilities and competencies are in question, or in situations of exclusion and apparent rejection.

In their theory, Treanse and Rensen added five main features of emotional self-consciousness:

1. Emotional self-emotion requires self-awareness and self-representation: First of all, emotional self-feeling differs from basic emotions, because it requires self-awareness and self-representation. Although basic emotions such as fear and sadness, which can often involve self-evaluations, emotional self-feeling should include these processes.

2. Emotional self-feeling appears late in childhood compared to basic emotions. That is, emotions that are self-generated develop late relative to the underlying emotions. Most of the underlying emotions appear within the first 9 months of life. In contrast, the general self-induced emotions (sometimes called the initial form of discomfort) do not develop until the age of 18-24 months, More complex emotions, such as shame, guilt and pride, appear late at the end of the third year of a child's life.

3. Emotional Self-Feelability Facilitates the achievement of complex social goals: It is easy to understand how to stir up the main emotions. Survival objectives For example, fear can drive an individual to escape from predators, thereby enhancing the survival hypothesis in the face of danger. Emotional self-development develops initially to stimulate the acquisition of social goals such as support or livelihood or to strengthen status or pro-

tection against the rejection of the group.

The emotional self-feeling does not have universal or bilateral facial expressions: each of the six basic emotions has universal, bilateral facial expressions. By contrast, the researchers could not determine the proper expressions of any self-emotion emotion. Recent research on isolated villages in Burkina Faso has concluded that at least two of these expressions (sense of pride and shame) can be universally known. There are many possible explanations for the absence of dual biases in emotional self-feeling, namely, :

a. Complex body positions or body signals are associated with discomfort, shame, and pride. They correspond to the complex messages sent by these emotions, while rapid facial expressions can be sufficient to send signals (eg run away), but more complicated physical expressions deliver more complex messages I did something that makes me deserve high status).

B. Emotional self-feeling can be more frequently expressed in language than in nonverbal expressions, and it requires more detailed and precise processes to produce language.

C. The expression of emotional self-feeling can be poorly adapted over time, which is important in organizing these expressions. However, it is difficult to regulate proper expressions compared to physical movements because many facial muscles are involuntary. For example, in many cultures, it is not acceptable to show great pride, and such behavior reduces the person being loved.

5. Emotional Self-Consciousness Cognitive Complex: The last characteristic of emotional self-awareness is that it is more medically complex than basic emotions (Tracy & Robins, 2004: 103-113).

The second axis: Previous studies:

In this topic, the researcher reviews the previous studies that he was able to obtain, which are relevant to the current research subject. These studies will be presented in chronological order, as follows:

Lewis et al., 1979):

The study aimed to identify the development of emotional self-awareness by testing how the children respond to their appearance in the mirror after placing a light red dot on their noses. The sample of the study reached (50) children between the ages of one and nine years. The study found that the child did not touch his nose before the age of (15) or (18) months in response to his image in the mirror. However, between 14 and 24 months, there is a marked increase in the sign of tactile touch, sometimes accompanied by signs of confusion (smile, shyness). The study also showed that

children between 3 and 5 years old know something From the equivalence of emotional self-awareness as they can easily distinguish pride with positive emotions and feelings of shame, guilt and shame with negative emotions. For example, a child can focus on one direction, but he feels different emotions, and they are aware of the social attitudes that drive people to violate the behavior of the self, and in the stage (6-8 years) Children become more deeply engaged in thinking about interpreting the behaviors of their peers and, as a result, more appreciative of their partners' reactions in light of their understanding of the appropriate behavior, emotional influences of their peers, and at 9 years, Self-reflection Wyatt mind and emotions, and more accurate in judgment when he thinks of others and what they think. Thompson study, 1987)):

This study aimed at understanding the children's understanding of shame and guilt at the age of (4-9) years, by presenting various stories in the locality of control for behaviors as well as the possibility of external evaluation. The results showed that children aged 4 and 5 years associated shame and guilt with the negative consequences. Children older than 8 years took into consideration that the person was personally responsible for the negative consequences, and that children aged 9 years confessed to shame. Against the guilt of people who are not efficient for their peers, and a sense of shame versus guilt for those who commit moral violations that lead others to think in particular towards them.

Tangney & Denring, 2002):

This study aimed to identify the information of children and adolescents in a sense of shame compared to guilt in situations associated with the disease. The results showed that children aged 7 years and older were more consistently predicting a sense of shame compared to guilt for people who did something wrong and reflected negatively on them (for example, they did not deliberately take the medicine and break it) and more guilt compared to feeling ashamed of the situations when People do something wrong, and do not lead to a negative evaluation for them (for example, leaving a rabbit away because the rabbit has caused a rash rash), so children do not associate shame with behaviors that reflect self-harm.

The Kroniki & Chlouverakis Study, 2004:

The study aimed to identify the development of emotional self-awareness of children between the ages of 7-11 years within prevailing attitudes. The study concluded that children between the ages of 7-11 years pride themselves on (Eg, catering to a hungry person) and attributed negative emotions to assault or violation of standards. And positive emotions to abide

by laws or standards. Positive affect is associated with the attitude of being close to pride (being good, avoiding psychological harm and harming others, or doing the right things). Negative emotion is associated with hurting others, violating standards and reflecting feelings of guilt and shame (for example, Standards, or puts himself and others in dangerous and harmful positions).

Chapter Three: Research Methodology and Procedures:

In this chapter, the researchers review the methodology used in the current research, and the procedures that have been followed to achieve its objectives, as follows:

First: Research methodology:

The current researchers adopted the cross-sectional study of the developmental study in the descriptive approach (Al-Batash and Abu Zeina, 2007: 225).

Second: Research Procedures:

1. Community Search:

The current research community consists of children (male and female) present in primary schools aged 9, 10 and 11 years in the city of Baghdad with Karkh and Rusafa for the academic year (2018-2019). Table 3 illustrates this:

Table (3)

The research community is disaggregated by district, age and gender

total	Rusafa1	Rusafa2	Rusafa3	Karkh1	Karkh2	Karkh3	sex	age
14292	2029	1752	2110	1649	3661	3091	male	9
3666	370	368	561	391	1000	976	female	
5043	439	981	310	664	958	1671	male	10
9686	1197	1398	1209	1201	2391	2290	female	
48457	6927	8077	5580	4913	9198	13660	male	11
31057	3981	5044	3040	3224	6310	9108	female	
112201	14913	17620	13310	12044	23518	30796	total	

2. Sample Search:

The researchers chose one directorate from each of the districts of Karkh and Rusafa in the simple random way, the Directorate of the third Rusafa and the second Karkh. In the same way he chose two primary schools on each side of Rusafa and Karkh to choose children from the ages of 9, 10

and 11 years. Thus, the number of children who represented the sample was 180 children. The children were randomly selected to represent the age and sex variables by 60 children at each age of research. Table 4 shows:

Table (4)

The research sample is distributed according to the directorate, age and gender:

total	11		10		9		sex School	Directorate
	a	d	a	d	a	d		
45	—	15	—	15	—	15	School Girls	Kark2
45	15	—	15	—	15	—	School of the banks of the Nile	
45	—	15	—	15	—	15	Ela School	
45	15	—	15	—	15	—	School of Excellence	Resafa3
180	30	30	30		30	30	total	

Third: Research Tool:

Self-awareness scale Scale of Affective Self-Awareness (SOSCF-C.):

To achieve the current research objective of measuring children’s emotional self-awareness, and after reading the literature on the current research topic, the researchers obtained the English version of Tangney et al. (Tangier et al., 1991). Of which 10 are negative and 5 positive ones are situations in daily life that children can face. Each story follows a number of qualitative behavioral responses in which children are asked to make their estimates of five-step alternatives: (never likely, Possibly, potentially, very likely) and their weights (1, 2, 3, 4, 5) For the rest.

Steps to prepare an emotional self-awareness scale:

For the purpose of preparing the measure of emotional self-awareness and its use in the Iraqi environment to achieve the objectives of this research, the researchers conducted a number of steps, as follows:

- 1 - The researchers obtained the scale after the correspondence of the researcher at the University of George Mason through the World Information Network obtained the English version of this scale Annex (1).
- 2 - Display the scale to three specialists in translation () for the translation of the scale from English to Arabic.
3. After the translation of the standard, the three translated versions were

translated into Arabic in one copy, and then an expert (psychology specialist) was presented in English and Arabic for re-translation into English, taking into consideration the original English version.

4. The translated version was then translated into English with the original English version.

Analyzing the scale paragraphs:

(Annex 2) presented a group of arbitrators of educational and psychological sciences with a number of (10) arbitrators (Annex 3). They were asked to make observations and opinions on the validity of each story and its paragraphs in the measure of emotional self-awareness. (5) illustrates the following: (1) The results of the study are presented in the following table:

Table (5)

Percentage of expert opinions on the validity of stories and paragraphs Scale (emotional self-awareness)

rate	edin	rate	Not Approvers	rate	Approvers	Number of experts	item	No of story
-	-	%10	1	%90	9	10	a	1
-	-	%10	1	%90	9	10	b	
-	-	%10	1	%90	9	10	a	2
-	-	-	-	%100	10	10	b	
%20	2	%10	1	%90	9	10	a	3
-	-	-	-	%100	10	10	b	
-	-	-	-	%100	10	10	a	4
-	-	-	-	%100	10	10	b	
-	-	-	-	%100	10	10	a	5
%10	1	%10	1	%90	9	10	b	
-	-	-	-	%100	10	10	a	6
%10	1	%20	2	%80	8	10	b	
-	-	%10	1	%90	9	10	a	7
-	-	%10	1	%90	9	10	b	
-	-	-	-	%100	10	10	a	8
-	-	%20	2	%80	8	10	b	
-	-	-	-	%100	10	10	a	9
-	-	%10	1	%90	9	10	b	
-	-	-	-	%100	10	10	a	10
-	-	-	-	%100	10	10	b	
-	-	-	-	%100	10	10	a	11
-	-	-	-	%100	10	10	b	
-	-	%10	1	%90	9	10	a	12
-	-	-	-	%100	10	10	b	
-	-	%20	2	%80	8	10	a	13
-	-	-	-	%100	10	10	b	

-	-	*	-	%100	10	10	a	14
-	-	%10	1	%90	9	10	b	
-	-	*	-	%100	10	10	a	15
%10	1	*	-	%100	10	10	b	

Table (5) shows the following:

The approval of the experts by a percentage of (80 - 100%) on (30) paragraphs distributed on the stories of the scale.

Experts proposed to amend paragraph (a) of the third story, paragraph (b) of the fifth story, paragraph (b) of the sixth story, and paragraph (b) of the fifteenth story.

Statistical analysis of paragraphs:

The researchers resorted to the two extreme groups, and the relation of the degree of the paragraph to the overall degree in the analysis of the paragraphs. The scale was applied to a sample of 180 children.

Here is an explanation of the statistical characteristics of the paragraphs:

A - Extraction of discriminatory power of paragraphs:

For the purpose of conducting statistical analysis in the light of the two groups, the following steps were followed:

1 - Determine the total score of each form, each form included (30) paragraph.

2 - Ordering the forms descending from the highest grade to the lowest grade.

3) Appointing (27%) of the high grade forms, which amounted to (49) form, as well as (27%) of the forms obtained the lowest grades which amounted to (49) form, thus the total of the forms analyzed (98) Form.

4. The discriminant force of each paragraph was calculated using the t-test. The extracted value promised an indicator to distinguish each paragraph by comparing it to the tabular T value. All 30 paragraphs of the scale were characteristic, (6) shows that: (1) the value of the index is greater than the value of the scale of (1.984) at the degree of freedom (96) and the level of significance (0,05)

Table (6)

Discriminatory power of emotional self-awareness scales

Discriminatory power	The lower group		The upper group		item	No of story
	standard deviation	Arithmetic mean	standard deviation	Arithmetic mean		
3.921	0.801	2.061	0.570	2.612	a	1
3.759	0.707	2.285	0.445	2.734	b	
4.718	0.704	2.408	0.276	2.918	a	2
4.036	0.816	1.857	0.496	2.408	b	
3.326	0.710	2.530	0.305	2.898	a	3
2.615	0.782	1.632	0.726	2.040	b	
4.894	0.753	2.122	0.446	2.734	a	4
3.727	0.6881	2.020	0.502	2.449	b	
7.516	0.899	1.938	0.242	2.938	a	5
7.613	0.741	1.693	0.604	2.734	b	
4.319	0.790	2.428	0.242	2.938	a	6
3.276	0.717	1.836	0.569	2.265	b	
6.339	0.833	2.020	0.333	2.857	a	7
5.615	0.799	1.836	0.496	2.591	b	
7.668	0.790	1.857	0.436	2.857	a	8
3.471	0.645	2.428	0.441	2.816	b	
3.766	0.678	2.551	0.242	2.938	a	9
5.933	0.758	1.612	0.739	2.510	b	
5.159	0.850	2.163	0.408	2.857	a	10
3.260	0.790	1.857	0.693	2.346	b	
3.984	0.710	2.469	0.343	2.918	a	11
2.711	0.789	1.959	0.698	2.367	b	
5.010	0.790	2.204	0.436	2.857	a	12
4.687	0.784	1.734	0.677	2.428	b	
6.361	0.816	2.000	0.425	2.836	a	13
4.143	0.640	1.918	0.577	2.428	b	
6.895	0.725	2.122	0.305	2.898	a	

6.187	0.803	1.979	0.455	2.795	b	14
4.814	0.757	2.265	0.408	2.857	a	15
3.312	0.635	2.367	0.446	2.7347	b	

B. The veracity of the paragraphs: The researchers verify the veracity of the paragraphs by:

Extracting the relation of the score of each paragraph to the total grade of the scale:

The Pearson correlation coefficients were statistically significant when comparing the values extracted by the Pearson correlation coefficient (0.165) at the significance level (0.05) and the degree of freedom (178) , And Table (7) illustrates this:

Table (7)

The correlation coefficients of the paragraph grade are evaluated by the total degree of the scale

Significance	The coefficient of the correlation coefficient of the paragraph in the overall degree of the scale	item	No of story	Significance	The coefficient of the correlation coefficient of the paragraph in the overall degree of the scale	item	No of story
Significance	0.240	a	9	Significance	0.190	a	1
	0.419	b			0.194	b	
	0.435	a	10		0.301	a	2
	0.319	b			0.192	b	
	0.402	a	11		0.192	a	3
	0.281	b			0.295	b	
	0.400	a	12		0.301	a	4

	0.421	b			0.196	b	
	0.366	a	13		0.499	a	5
	0.178	b			0.486	b	
	0.441	a	14		0.348	a	6
	0.426	b			0.313	b	
	0.390	a			0.448	a	7
					0.383	b	
	0.189	b	15		0.454	a	8
					0.191	b	

Socometric characteristics of the scale:

Indicators of validity of the scale:

A. Face Validity:

The researchers used this type of honesty by presenting the paragraphs of the scale to a group of arbitrators in the educational and psychological sciences (Appendix 3) and taking their views on the validity of the emotional self-awareness (s) and their relevance to the research sample (mentioned in the validity of paragraphs 19).

Structural Validation:

The researchers obtained this indicator of the scale by calculating the discriminative force of the paragraphs in the style of the extreme groups. The scales were all able to distinguish between the respondents. Table (6) shows this:

Reliability indicators:

The researchers used two methods to calculate the index stability index, namely retesting, and midterm fragmentation, as follows:

a. Stability by re-testing:

The researchers applied the self-awareness measure to a sample of the research community of 60 children and girls, 20) a child and a girl of all ages covered by the current research, and gender parity in late childhood, and Table 8 illustrates:

	0.421	b			0.196	b	
	0.366	a	12		0.499	a	5
	0.178	b			0.486	b	
	0.441	a	18		0.348	a	6
	0.426	b			0.313	b	
	0.340	a			0.448	a	7
			15		0.383	b	
	0.189	b				0.454	a
					0.191	b	

Sociometric characteristics of the scale:

Two weeks after the first application of the scale, the researchers reapplied the measure to the same sample. The measurement and evaluation literature indicates that the interval between the first and second applications should not exceed two to three weeks (Adams, 1966: 86). After the Pearson correlation coefficient was calculated, it was found that the stability coefficient of the emotional self-awareness scale (0.76), which is a good stability coefficient according to the measurement literature.

B. Stability Index:

In this method, the scales were divided into individual and marital sections, and the Pearson correlation coefficient was used to determine the relationship between the individual and marital scores of the sample. The coefficient of correlation between them was 0.6634. Corrected by the correct Spurman Brown equation (0.7976) Balancing the findings of the measurement literature.

Description of the meter as final:

This consists of (15) stories (10) negative ones, and (5) positive ones representing everyday situations that children can face. Each story follows two options (a, b) representing qualitative behavioral responses in which children are asked to make their estimates On three-step alternatives are: (unlikely, possibly, probable) and their weights (1, 2, 3), respectively. (Appendix 4), the highest score can be obtained by the respondent (90), the lowest score (30), and the satisfactory average (60).

Final Application:

The researchers adopted a sample of statistical analysis in the calculation of the final grades to extract the results of the research, so as not to exclude any paragraph.

Statistical means:

The researchers used the statistical file for social sciences (SPSS) to address the data of his research, as follows:

1. T-test of two independent samples to calculate the discriminant force of the scales of the emotional self-awareness scale.
- 2 - Pearson correlation coefficient to extract the relation of the degree of the paragraph to the total degree of the scale, as well as the extraction of the stability index by retesting.
- 3 - The final test of one sample to compare the theoretical average and the calculated mean.
- 4 - Analysis of the binary variance to know the difference in “emotional self-awareness” according to the variables of age and sex.

The researchers used the following equations manually:

1. Percentage law: To extract the percentage of arbitrators who approve and disagree with each paragraph of the emotional self-awareness scale:
 $100 \times (\text{part}) / \text{percentage}$
2. Spirman’s corrective equation for the computation of semantics $(2r) / (1 + r) = \text{correctional Brown Spurman}$
(Azzawi, 2008: 79).

Chapter Four: Presentation, Interpretation and Discussion:

This chapter includes an overview of the findings of the current research according to its objectives and interpretation, and then come out with some conclusions, recommendations and proposals, as follows:

First, the emotional self-awareness of children according to the variable:
a) Age (9, 10, 11) years.

The use of T-test for one sample showed that the differences between the calculated and theoretical averages in children aged 9, 10 and 11 years were statistically significant. The calculated T values were greater than the tabular T value at all ages, Table 9, Figure 1 illustrates this:

Table (9)

Mean scores of children on the scale of emotional self-awareness and their standard deviations and T values according to the age variable

Significance	T value		Theoretical Center	standard deviation	Arithmetic mean	No the sample	age
	table	calculated					
Significance	1.984	9,718	60	6,947	68,716	60	9
Significance		10,360		6,704	68,966	60	10
Significance		10,274		6,999	69,283	60	11

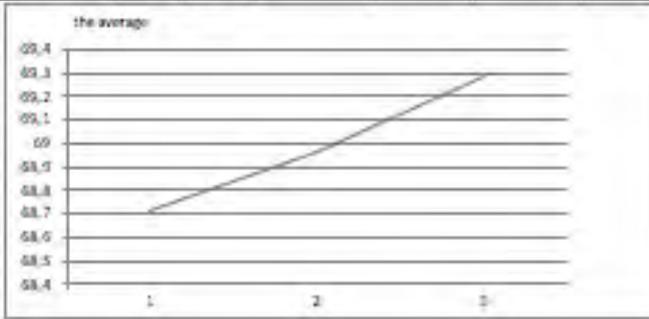


Figure (1)

Emotional self-awareness averages according to the age variable
Based on the criteria adopted by the two researchers to judge the availability of emotional self-awareness, children aged 9, 10 and 11 years in the research sample have a degree of self-awareness in all ages.

B) Self-awareness of the children's emotional according to the variable: b. Sex (males / females).

The use of the T-test for one sample showed that the differences between the calculated mean and the theoretical mean of the male and female scores were all statistically significant. The calculated T values were greater than the T-value (Table 10) and Figure (2)

Table (10)

Mean scores of children on the scale of "emotional self-awareness" and their standard deviations and T values according to the gender variable

Significance	T value		Theoretical Critical	standard deviation	Arithmetic mean	sex	age	
	actual	calculated						
Significance	1.664	5.743	80	6,612	66,913	30	9	
Significance		6.308		6,921	70,500	30		a
Significance		7.565		5,719	67,900	30	d	12
Significance		7.119		7,506	70,013	30	a	
Significance		5.247		7,550	67,213	30	d	15
Significance		10.653		5,827	71,333	30	a	

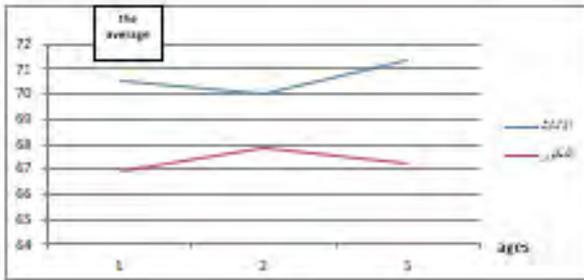


Figure (2)

Emotional self-awareness averages according to sex variable

III - the significance of differences in self-awareness of children's emotional according to the variables of age and sex and interaction between them:

The use of bivariate analysis by interaction to derive the significance of differences in emotional self-awareness showed that there were no significant differences in age and gender, as well as that there was no interaction between these two

(Age, gender). The calculated alpha values are smaller than the tabular value (α), and Table 11 shows that:

Table (11)

Results of the analysis of the binary variance of emotional self-awareness according to age and gender variables and interaction between them.

Significance	F Percent ratio	Average squares	Degree of free	Total squares	Source of Contrast
عمر ذاك	0.308	68.058	2	136.077	Age
جنس ذاك	0.368	81.338	1	81.338	Sex
عمر ذاك	2.916	645.105	2	1290.212	Age x sex
		221.230	174	38494.031	The error
			180	362497.000	Total

Interpretation and discussion of the results:

The researchers will discuss the findings of the current research and interpret them in the light of their indicators:

The results show that children aged 9, 10 and 11 have emotional self-awareness, which is consistent with Louis et al. (1979), Korniki & Chlouverakis (2004) and Thompson (1987) , And this finding is in line with the evolutionary theory (theory adopted), which indicated that the temporal sequence in which emotional self-awareness towards aging progresses is that at the end of the second year or the beginning of the third year of the child's life achieves at least a basic level Of knowledge, which is necessary for his experience of emotional self-awareness, and attention to standards versus God Locke, which is hosted, and personal acceptance of these external standards for the same. At the end of middle childhood, the child becomes in tune with the psychological life of other people. Taking into account the assessments of others and their emotional responses in guiding his behavior. In late childhood, children not only become more self-aware but also develop an interest in others' emotions and evaluations. This is the result of this research.

The results also show that both males and females have a degree of self-awareness. The researchers believe that we must pay attention to the equal opportunity between males and females in different life situations, and the presence of children within the social milieu of the family or school and the culture of society. To share empathy with others and to understand and understand their emotions.

The results also showed that there were no differences between males and

females in the development of emotional self-awareness. This may be due to the fact that both sexes are vulnerable to the same stimuli, with equal opportunities to observe the environment, socialization and culture, especially in recent years. The Iraqi family on the equality between males and females, similar to calls for non-discrimination between males and females in all rights and duties, whether at home or institution as required by the regulations of Sharia and human rights. The results showed no statistically significant effect of the interaction between the age and sex variables in the current research sample.

Conclusions:

In the light of the search results, the following can be inferred:

1. Children of the ages (9, 10, 11) have an emotional self-awareness.
2. Emotional self-awareness takes an ongoing, non-progressive pathway through age.
3. The evolutionary path of emotional self-awareness is not affected by age and social type of individual.

Recommendations:

In light of the current research results, the researchers recommend the following:

1. Training (parents, teachers) and all the officials and workers in education on how to contribute to improving children's emotional self-awareness within the educational and psychological programs.
2. The family should allow her child to express their emotions and supervision in order to achieve a healthy emotional and social development for her child.
3. The need to alert parents and teachers in meetings of parents of children and meetings of the school to the importance of careful observation of emotional expressions in their children to be able to evaluate accurately, and objectively to be recorded in the school card for the child.

Proposals:

The researchers suggest subsequent studies to investigate:

1. Conduct further studies on the development of the understanding of emotional self-awareness at a younger age.
2. Conduct a study linking self-awareness and self-efficacy. Pandora (1977) emphasized the need to link emotional self-awareness and self-efficacy by helping the individual to perform the appropriate behavior.
3. Conducting empirical research on the effectiveness of an orientation program aimed at increasing children's emotional self-awareness.

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