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## The Relationship of Situational Guilt with Conscientious Awareness for Female Students of Kindergarten Department

### Abstract

*The problem of the current paper arises from the individual's need to hold himself accountable and reconsider his behaviors or actions when many situations passing him in daily in which he lives and keeps into contact with those around him. This situation is accompanied by either psychological pain or the individual's feeling of relief, each according to the nature of the personality of this individual and his emotional state. The individual's feeling of guilt is nothing but a necessity for the individual to discipline himself and address the mistakes and abusive actions in order to stop them once and for all, provided that the situation does not reach the feeling of imaginary guilt, which is considered obstructing his thinking and leads him to give errors greater than their normal size, which is what happens in patients having depression.*

*Al-Ansari's study (2001) maintained that university students suffer from situational guilt at a rate of (8.9%), while the percentage of university female students reached (17.4%). This gives an indication that female students are more likely to feel situational guilt than male students and that these percentages are serious and cannot be underestimated. Because the kindergarten students are part of the university students, their role as future teachers for an important segment of society is the focus, namely Kindergarten Dept. The kindergarten teacher should be more responsible and more psychologically and emotionally balanced in its dealings with the different situations that it brings together with the child and be alert to the conscience to achieve equality between children, taking into account the individual differences between them, so the problem of the current research was identified by the following question: Is there a relationship between situational guilt and conscientious awareness for kindergarten students? The current research aims to identify the relationship between situational guilt and conscientious awareness among female kindergarten students.*

*The research sample consisted of (300) female students from the Kindergarten Department, and to achieve the goal of the research, two scales were prepared: the Situational Guilt Scale and the Conscientious Awareness Scale for the Kindergarten Department students. Through reviewing the literature and previous studies, the researcher identified (32) items for the Situational Guilt Scale and (24) to measure the final form of conscientious awareness, the validity, and reliability of the two scales were confirmed. After using the statistical methods, the research reached the following results:*

- *The research sample has a high degree of situational guilt.*
- *The research sample has a high degree of conscientious awareness.*
- *There is a high correlation between situational guilt and conscientious awareness among female students of the Kindergarten Department.*

*Keywords:* Situational Guilt, Conscientious Awareness, Kindergarten Dept.

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## Research Problem

The problem of the research stems from the individual's need to hold himself accountable and review himself for the behaviors or actions he committed in front of many situations that pass him in the hours of his day in which he lives and gets into contact with those around him. This individual and his emotional state, and whatever the person possesses psychological balance, he commits some abusive acts and mistakes may be towards him or others. The individual's feeling of guilt is only a necessity for the individual to discipline himself and transcend the mistakes and abusive actions in order to stop them once and for all, provided that the situation does not reach the feeling of imaginary guilt, which is considered obstructing his thinking and leads him to give the errors greater than their normal size, which is what happens in patients with depression (Al-Ansari, 2001).

Moreover, university young persons are characterized by a level of mental, physical and emotional maturity. Therefore, any feeling of shortcoming can create in stressful emotional states such as feelings of guilt. Al-Ansari's study (2001) confirmed that university students suffer from situational guilt at a rate of (8.9%), while the percentage of university female students was (17.4%). This is an indication that female students feel more situational guilt than male students, and that these percentages are not simple and cannot be underestimated, and that the kindergarten students are part of the university students, and their role as future teachers for an important segment of society emerges, namely, kindergarten. The kindergarten teacher should be responsible and more psychologically and emotionally balanced in her dealings with the various situations that she brings together with the child, and she should be conscientious in order to achieve equality between children, taking into account the individual differences between them. Therefore, the problem of the current research was identified by the following question: Is there a relationship between situational guilt and conscientious awareness for kindergarten students?.

## Research Importance

The feeling of guilt in a situation is closely related to the individual's feelings, emotions, and sentiments, and is closely related to the factor of conscientious awareness and feelings of guilt, which are the product of psychological personality building, because the interaction of these psychological aspects with each other forms for us a structure whose features become

clear through the characteristics of the personalities of individuals. The feeling of situational guilt was clearly associated with punishment, and this seems clear in the child's life with the types of punishment that fall on the child if the child commits one of the mistakes that the parents are not satisfied with in the first years of the child's life. (Rajah, 1973). Situational guilt is a painful judgment that focuses on an event or incident that occurred in the past and affects the feelings and alertness of the conscience, which does not judge the past but rather the future, in a way that takes a cautionary path that directs actions in the future situations of the character. (Autovinkel, 1969). It is common knowledge that each person has individual characteristics that distinguish him from other people, and there are general features that characterize a group of people and they agree to some extent in them, and those who suffer from a particular psychological disorder are characterized by characteristics that distinguish them from other people with other disorders. Among these traits (situational guilt and conscientious awareness) and other traits that can provide us with indicators about the students' personalities we can predict on the basis of them a part of their behavior, as the behavior of individuals is affected by their personal traits. This is reflected in their academic achievements, so the traits emerge as subjective factors that motivate them to learn, achieve and achieve, as well as their impact on their psychological health and their agreement as regulating factors of their behavior in all aspects of mental, physical, psychological, social and emotional aspects, and their connection with their relationship and social activities within the academic field with their peers or with their teachers. (Al-Zayyat and Al-Qafas, 2001).

## *The Importance of the Current Research is Reflected Through*

- studying the research variables (situational guilt and conscientious awareness) in the normal personality of the kindergarten students to identify this part of human behavior for the purpose of predicting it and controlling its effects and results.
- The importance of the concepts of situational guilt and conscientious awareness, if there is no Arab or foreign study that deals with the relationship between these two variables.
- The difference in the prevalence of situational guilt and conscientious awareness in different societies and in

different cultural patterns of these societies due to their differences in the attitudes that excite these variables.

- The importance of the role that universities play in developing and crystallizing the personality of university students, as they are the vanguard that contributes to building and developing society.

### **Research Objectives**

The current research aims to:

- Know the situational guilt among the students of the Kindergarten Department.
- Knowing the conscientious awareness of the students of the Kindergarten Department.
- Knowing the relationship between situational guilt and conscientious awareness among students of the Kindergarten Department.

### **Research Limits**

The current research is limited to the students of the kindergarten department for morning studies at the College of Education for Girls, University of Baghdad for the academic year 2019 - 2020.

### **Defining Terms**

First: Situational guilt: It is known to everyone who knows it

- Ausubel, 1955. Unpleasant feelings related to the violations committed by the individual in a given situation of morals or social norms. (Ausubel, 1955).
- Al-Ansari, 2001. An individual's emotional response to a social situation arising feelings of guilt. (Al-Ansari, 2001) The researcher adopted a definition (Al-Ansari, 2001) of the situational guilt.

Second: Awareness of conscience: it was known to everyone who

- Al-Maghazi, 2003. The individual's awareness of his psychological state while living with a situation, his confidence in himself, his capabilities, his independence in making the right decision, and a positive and optimistic view of life. (Al-Maghazi, 2003).

Al-Waqfi, (2003). The individual's ability to perform mental functions and the feeling of performing these functions. (Al-Waqfi, 2003).

The researcher adopted Al-Maghazi's (2003) definition of conscientious awareness. The procedural definition of the two scales: It is the degree obtained by the kindergarten students on the two scales (situational guilt and conscientious awareness) through their answers to these two scales.

### **Third: Kindergarten Department**

One of the departments of the College of Education for Girls / University of Baghdad was opened in the academic year 1986/1987 and accepts graduates of the scientific and literary branches to be prepared as conscientious teachers familiar with all the features of childhood in kindergarten (Guide of the College of Education for Girls, 2009).

### **Situational Guilt**

Guilt is one of the oldest psychological conditions known to the human psyche, although it has not received in-depth scientific study like other fields in psychology. Thus, the history of psychological research that was exposed to the scientific study of the concept of guilt is a relatively recent history. Guilt is an emotional state that includes painful feelings stemming from the conscience of the individual for committing an act or an event that reflects deep regret for him, an uncomfortable feeling associated with the fear of hurting the feelings of others. A person's feeling of guilt is not only towards others, but may be towards himself and his thoughts as well, explaining that his feeling of guilt is because he made a mistake against a friend, relative, or any other person, or because he discovered that the ideas he was embracing were wrong and blaming himself for embracing them. (Ibrahim and Badrani, 2009) The feeling of guilt and remorse may be a good indicator of moral commitment, where it is a desirable thing, but it is not acceptable to expand the circle of sins and faults to include natural actions, because this will lead to shame, fear and distress, which leads not only to unhappiness, but to the failure of life as a whole. Hijazi, 1998).

Guilt is a psychological pain that the individual feels internally, in the form of a dialogue between him and himself, or it is a dialogue between the ego and the superego, in the language of psychoanalysis, discussing one's committing sins and misdeeds. These feelings may be illusory and exaggerated, as they are not related to a clear or realistic error, and she also adds that it causes one's view of oneself negatively. He tends to despise and disgust her, and may be reduced to the point of indifference and irresponsibility. (Gorard and

Lindsman, 1988) However, guilt is not always a bad thing. There is the acceptable amount, but rather what is required of it to lead a healthy life in which one does not lose his affection and share with others. On the other hand, there are his more bad and harmful sides, which turn this feeling into a snowball that descends strongly where sometimes it kills its owner. (Ibrahim and Badrani, 2009). The explanatory model of psychoanalysis classifies guilt feelings into types, including feelings of guilt with a known source, and they appear in self-reprimand resulting from the power of conscience, including feelings of guilt of unknown source, or what Freud expresses unconsciously as "when these feelings dwell in a hidden place within the self for reasons that are not clear". These are neurotic feelings that drive inferiority and self-contempt. According to Freud's "Psychoanalysis," the feeling of situational guilt arises from a state of unconscious violation of values. When the individual realizes on the level of awareness that his desires and motives are contrary to the higher values he espouses, his awareness of guilt triggers and activates. (Morris & Albert, 2001).

Sigmund Freud sees guilt as a good sign of one's maturity, as a sign of growing responsibility for one's actions, feelings, and struggles over difficult decisions to make. This is agreed by Carl Jung, who saw that development and growth only occur when we are able to realize our mistakes and try to correct them, and Melanie Klein adds that guilt, as an acceptable and healthy part of the situation, may be a sign of a person's ability to Managing his human experiences, accepting that they are not at all pure and infallible, or vice versa. (Hofman et al, 1988). The feeling of guilt can turn into a form of self-feeling, such as shame and shame. However, feelings of guilt are "stronger than feelings of shame in their ability to make the individual look at himself with contempt." Helen Block is credited with first separating the two concepts. In guilt, the subject is not considered a primary target for criticism, but rather the act committed by the individual is the source of arousing feelings. The feeling of guilt means that we resent ourselves for some reason, but the development of the matter to the point of shame puts the self in a very inferior image that one sees always accused. (Mustafa Wabto, 2005).

### **Conscientiousness Awareness**

The issue of conscience is one of the main ethical issues, which has received and gained a large and important space from the efforts of philosophers and ethicists, and we often hear about terms in society about conscience or loss of conscience. The set of this vocabulary in

circulation indicates the general and great moral role that the presence of conscience plays in the general behavior of the individual and society. Many psychologists, sociologists and morals have differed about the nature of conscience. Is it an innate instinct that is born with a person and is provided with it at birth, or is conscience something acquired, arises and grows by virtue of the education that a person receives? The acquired conscientiousness is formed in a way that is considered a measure of the ideals and moral values on which the societies in which the individual grows up. (Jaber, 1989). Howard (1995) points out that conscientiousness means concentration. The conscientious individual avoids problems and achieves high levels of success through purposeful planning and perseverance. People trust him and view him positively as intelligent. (Al-Anzi, 2007).

The established fact is that a person is more willing to grow up with an inner moral spur (conscientiousness) in his depths, and that education plays a major role in his upbringing and direction. It is a great and important part of the efforts and attention of philosophers and thinkers, and the family, school, and even society and its institutions specialized in the affairs of young people bear many of their burdens. The importance of education in a person's life is due to the values and ideals that it instills in the depths of his behavior and actions, and to the love that arises in a person by its action for others, and then the love of altruism, and respect for the moral values and ideals that society approves and walks upon, but rather in terms of its role in the depths of the human being. The more successful the education is, the more effective the conscience will be, which makes the society more righteous. Conversely, when the education is deficient and unsuccessful, the society is subject to corruption and chaos, and the positive values, ideals, customs, traditions and norms in such a society do not receive the required respect. Here comes the importance of laws and the punishments they impose aimed at reforming the human being, because morality aims to provide the individual with conviction to follow the path of goodness without the need for a law and away from fear of punishment. Undoubtedly, such a goal is not within the capacity of man, but with conscience he can be more righteous, and society will be more harmonious and less prone to corruption and chaos. (Al-Ghamdi, 2001). That guide is the conscience where the heart, that small lump in the human body, occupies above its utmost biological importance to the body, another moral and spiritual importance no less than the biological importance.

The heart has a direct and basic relationship with the conscience, so when the

individual feels contentment, happiness and reassurance, he feels it through the heart. When he feels pain, regret and reprimand, he also feels it through the heart, because it is the scale through which the feelings arising from good or evil are perceived. The heart can be tamed by a person in the path he chooses, but the conscience cannot be tamed, as its control may weaken and a person may try to ignore it, but for a while. When a person feels reprimand and remorse, as a result of committing any mistake, he tries to ignore these feelings, but they keep chasing him and making him feel anxious. Nevertheless, one of the situations that a person faces may occur in a certain circumstance, a revolution and a radical transformation in the depths of the person and in his behavior, life and relationships. This may happen suddenly, and if we follow the real reason, we will discover that it is the call of conscience, and conscience is not the same for all people, it varies from person to person. This difference is due to the circumstances of upbringing and upbringing, to educational and cultural achievement, to the social environment, and before that to religious motives. All of this has a great impact on the conscience in terms of its strength and weakness. Rather, it differs in the same person from time to time, as he may get stronger or weaker according to new conditions. (Al-Ansari, 2002).

Perhaps some sociologists say that remorse, or what is known as conscientious awareness, is reprimanding oneself because of what appears to be behavioral errors, or sometimes because of fear in the first place that the error will be discovered.

The features that represent conscientious awareness can be summarized as follows.

- Competence: clever, efficient, perceptive, insightful, or wise, and acts wisely in various life situations.
- Polite, elegant, puts things in their correct places. (Saleh and Al-Tariq, 1998).
- Committed to duties: committed to his conscience and strictly adhered to moral values.
- A fighter for achievement: a combatant, ambitious, persistent, diligent, with specific goals in life, planner, serious.
- Excessively clean, meticulous arrangement, and doubtful. (Mustafa and Wabto, 2005).
- Deliberation or vision: the tendency to think before taking any action, and therefore the individual is characterized by caution, vigilance, and deliberation before making a decision or taking any action. (Al-Ansari, 2002).

- Hard work, perseverance, and caution when taking responsibility are also positively related to the ability to self-control and the need for success. (Baqi'i, 2015).

### **Previous Studies**

Ibrahim and Badrani's study, (2009) the relationship of situational remorse to some personality traits among students of Mosul University.

The study aimed at identifying the relationship between situational regret and some personality traits among students of the University of Mosul. The study sample consisted of (918) male and female students from Mosul University, where the researchers relied on two tools: the Situational Remorse Scale, prepared by Al-Ansari (2001) and a scale for some personality traits. The results showed that the research sample of undergraduate students of both sexes enjoyed a high level of situational remorse, and also found that situational remorse is highly correlated with the guilt trait and the overall personality traits. (Ibrahim and Al-Badrany, 2009).

### **Salman's Study (2013)**

The relationship of guilt with mental health among Baghdad University students.

The study aimed to identify the relationship of guilt to mental health among students of the University of Baghdad, where the research sample consisted of (200) male and female university students who were randomly selected from colleges with specializations (scientific and humanities). The researcher prepared two scales: the guilt scale, consisting of (40) items, and the mental health scale, consisting of (40) items. The study concluded that there is a negative inverse relationship between guilt and mental health. (Salman, 2013).

### **Research Methodology and Procedures**

#### **First - Research Methodology**

The researcher used the descriptive approach to achieve the objectives of the research, which is one of the forms of organized scientific analysis and interpretation to describe a specific problem or phenomenon and identify it quantitatively by collecting data and information about this phenomenon and subjecting it to a careful scientific study (Melhem, 2002).

### **Secondly - Research Community**

The current research community consisted of all the female students of the Kindergarten Department at the College of Education for Girls

/ University of Baghdad for the academic year (2019-2020), and their total is (303) students divided into four stages. The table (1) shows this.

**Table 1.**

*Research community*

<b>Class</b>	<b>No. Students</b>
First	61
Second	84
Third	78
Fourth	80
Total	303

### **Third - Research Sample**

In selecting the sample, the researcher adopted the random method and for the smallness of the research community, the research sample consisted of (300) female students from the kindergarten department.

and educational tests and scales. Validity of the scale is related to the goal for which the scale is built and the decision made based on the scale's scores (Allam, 2002).

To calculate the validity of the scale tool, the researcher did the following:

### **Fourth - Research Tools**

For the purpose of achieving the goal of the research in clarifying the relationship between situational guilt and conscientious awareness for the students of the kindergarten department, the researcher found that it is better to build two tools to measure each of situational guilt and conscientious awareness, due to the lack of ready-made measures that fit the research sample, to the knowledge of the researcher.

#### **A- Ostensible Validity**

Ebel (1972) indicates that the scale is true if its items indicate its connection to the measured behavior, and this is what is decided by a group of experts or arbitrators who have scientific experience that enables them to judge the validity of each of the items in measuring the studied characteristic (Ebel 1972). For the purpose of verifying the ostensible validity, the researcher presented the two scales in their initial form to a group of experts and arbitrators specialized in the field to judge the validity of their items for measuring situational guilt and conscientious awareness. Those group were (10) arbitrators in the disciplines of education, psychology, kindergarten, measurement and evaluation.

### **Assigning the Scales of Situational Guilt and Conscientious Awareness**

For constructing the two scales, the researcher followed the following steps:

1. Collecting the items: After reviewing the theoretical frameworks, literature and previous studies that examined situational guilt and conscientious awareness, the researcher formulated the items in their initial form. The number of items was (34) for the Situational Guilt Scale, and (26) for the Conscientiousness Scale.
2. Validity: Validity is one of the most important characteristics of psychological

The arbitrators' observations resulted in the modification of some items, which are (5,24,26) to suit the situational guilt. As for the items of the Conscientious Awareness Scale, they were valid and did not need to be modified. The researcher took the notes of the arbitrators. Tables (2) and (3) clarify the following.

**Table 2.**

*The arbitrators' opinions about the validity of the items of the scales of situational guilt and conscientiousness*

No	Item No. Situational Guilt Scale	No. arbitrators	Approved	Rejected	Percentage
1	6.4.3.2.1 10.9.8.7 14.13.12.11 18.17.16.15 34.33.32.31.30.29.28.27.25.23.22.21.20.19	10	10	---	%100
2	26.24.5	10	9	1	%90
1	Item No. conscientiousness Scale	No. arbitrators	Approved	Rejected	Percentage
2	6.5.4.3.2.1 10.9.8.7 14.13.12.11 18.17.16.15 24.25.26.23.22.21.20.19	10	10	0	%100

**Table 3.**

*Items modified in the Situational Guilt Scale*

Item No	Previous item	Item after modification
5	I had bad thoughts about one of my friends	I misunderstood the intentions of one of my friends
24	Choosing a job I don't like	My choice of a field of study that I do not desire
26	I harassed one of my relatives with multiple questions	I harassed one of my colleagues by asking too many questions

**Investigative Experiment**

To verify the clarity of the items of the two scales and the clarity of their language and content, the two scales were applied to a random sample of (20) female students from the kindergarten department. It turns out that the instructions and items of the two standards are all clear and understandable in terms of wording and meaning.

**Statistical Analysis of Items:- (Distinctive Power of Items)**

It is the extent to which individual differences can be measured between individuals by knowing the ability of the scale items to detect these differences (Allam, 2002). Therefore, the researcher applied the two scales to a sample of (300) female students from the Kindergarten Department, because this number gives the best variation between individuals in

the properties to be measured, and thus shows us the best distinction for the items (Anastasi 1976). The sample scores were arranged in descending order and (27%) of the total scores were selected to represent the upper group, and the lowest (27%) of the total scores to represent the lower group (Al-Zoba'i et al. 1981). Thus, the number of members of each group reached (81) students, and the T-test of two independent samples was used to test the significance of the differences between the average scores of each of the upper and lower groups and for each of the two scales. After extracting the arithmetic mean and standard deviation for both the upper and lower groups, the calculated t-value represents the discriminatory power of the item at a significance level (0.05), the calculated t-value for it was greater than its table value of (1.96) and with a degree of freedom (160) for both scales. Tables (4) and (5) illustrate that.

**Table 4.**

*Distinguishing the items of the situational Guilt Scale*

No	Superior Group		Inferior Group		Calculated – T- value	Significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	9383,4	28921,0	3580,4	69478,0	939,6	Significant
2	9383,4	0.24216	1111,4	74162,0	542,9	Significant
3	9506,4	26932,0	2346,4	86994,0	077,7	Significant
4	3580,4	11028,1	3827,3	23053,1	296,5	Significant
5	9383,4	28921,0	1235,4	87153,0	986,7	Significant
6	8642,4	46779,0	8395,3	84346,0	562,9	Significant
7	6790,2	49856,1	8148,2	23603,1	-629,0	Non- Sig.
8	6296,4	66039,0	6296,3	81309,0	592,8	Significant
9	7037,4	64118,0	4691,3	01349,1	265,9	Significant
10	7037,4	57975,0	5185,3	00139,1	218,9	Significant
11	2840,4	05160,1	0494,3	15001,1	130,7	Significant
12	8642,4	37925,0	8642,3	77060,0	479,10	Significant
13	8272,4	38046,0	35309	07339,1	245,10	Significant
14	9012,4	37433,0	0741,4	87718	806,7	Significant
15	9630,4	19003,0	8272,3	93261,0	740,10	Significant
16	9136,4	2873	2346,4	71189,0	978,7	Significant
17	9630,4	19003,0	1605,4	91456,0	732,7	Significant
18	8642,4	37925,0	0123,4	71578,0	464,9	Significant
19	8889,4	38730,0	8395,3	96769,0	061,9	Significant
20	8642,4	41089,0	3951,3	93112,0	992,12	Significant
21	8765,4	39946,0	8625,3	74194,0	816,10	Significant
22	8395,4	45980,0	5125,3	89998,0	802,11	Significant
23	6790,4	78783,0	7500,3	90707,0	941,6	Significant
24	9136,4	32394,0	8125,3	74789,0	147,12	Significant
25	5309,4	01349,1	0125,3	07319,1	230,9	Significant
26	8148,4	42164,0	6125,3	87863,0	091,11	Significant
27	9259,4	26352,0	7125,3	10458,1	614,9	Significant
28	9012,4	37433,0	9259,3	81820,0	756,9	Significant
29	7160,4	84016,0	8395,3	13420,1	589,5	Significant
30	9259,4	26352,0	9383,3	73051,0	446,11	Significant
31	0864,4	37111,1	1852,3	22588,1	410,4	Significant
32	8642,4	34471,0	7778,3	82158,0	974,10	Significant
33	9753,4	15615,0	2593,4	83333,0	601,7	Significant
34	0370,3	72804,1	1728,3	42995,1	-545,0	Non- Sig.

It is clear from the previous table that the items (7, 34) are not statistically significant, as the calculated t-value was less than the tabulated t-value and accordingly it was removed from the scale so that the number of remaining items became (32) items.



**Table 5.**

*Distinguishing items of the conscientious awareness scale*

No	Superior Group		Inferior Group		Calculated -T- value	Significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	5062,4	77659,0	2346,3	95226,0	314,9	Significant
2	9753,3	18296,1	8765,1	04143,1	985,11	Significant
3	7407,4	54263,0	7407,3	81820,0	167,9	Significant
4	6543,4	55137,0	5556,3	89443,0	412,9	Significant
5	8395,4	45980,0	5802,3	87841,0	431,11	Significant
6	4568,3	53337,1	6790,2	04675,1	770,3	Significant
7	6790,4	49566,0	3580,3	74680,0	264,13	Significant
8	3580,4	95274,0	9012,2	03205,1	335,9	Significant
9	5802,4	60959,0	1111,3	79057,0	245,13	Significant
10	2963,4	17733,1	0741,2	26271,1	585,11	Significant
11	0864,2	21653,1	0123,3	10107,1	-079,5	Non- Sig.
12	8889,2	54110,1	9136,2	15323,1	-155	Non- Sig.
13	6420,4	57682,0	3333,3	98742,0	299,10	Significant
14	5556,4	67082,0	1975,3	91405,0	780,10	Significant
15	9630,3	28884,1	4074,2	09291,1	285,8	Significant
16	8395,3	40051,1	6667,1	00000,1	364,11	Significant
17	6420,4	63853,0	4815,3	98883,0	873,8	Significant
18	6543,4	70994,0	3704,3	95452,0	714,9	Significant
19	8889,4	31623,0	5309,3	80756,0	093,14	Significant
20	3827,4	83018,0	5432,2	10735,1	962,11	Significant
21	7407,4	44096,0	4321,3	98664,0	898,10	Significant
22	7778,4	41833,0	9753,2	01212,1	813,14	Significant
23	6914,4	56218,0	6049,3	84674,0	620,9	Significant
24	2716,4	04896,1	9136,2	19580,1	684,7	Significant
25	8395,4	40177,0	1111,4	79057,0	392,7	Significant
26	7531,4	60272,0	2716,3	94885,0	861,11	Significant

It is clear from the previous table that the items (12 and 11) are not statistically significant, as the calculated t-value was less than the tabulated t-value and accordingly it was removed from the scale so that the number of remaining items became (24) items.

**Stability**

The term stability refers to the accuracy and consistency in the performance of the individual and also means stability in the results over time. The stability gives the same results if it is applied to the same group again (Bergman 1974) and the stability was extracted for the scales of situational guilt and conscientiousness by:

**Re-test**

This method depends on applying the test to a specific number of examinees, then repeating the application of the test to the examinees themselves after a specified period of time, then summing the scores of the subjects on the test the first time and their scores the second time and to calculate the correlation coefficient between their scores in the two times. If the correlation coefficient is high, it can be said that the test has an appropriate degree of stability (Obeidat et al., 1996). In order to find the stability of the scales of situational guilt and conscientiousness by re-testing, the researcher applied the two scales to a sample of (40) female students from the kindergarten department who were chosen at random simple. Two weeks after the first application, the application was repeated

on the same sample. Pearson's correlation coefficient was used between the degrees of the first and second applications, as the reliability coefficient of the Situational Guilt Scale was (0.79) and (0.81) of the Conscientiousness Scale between (0.70-0.90) is a good indicator of the static test (Duran, 1985).

### **The Final form of Situational Guilt and Conscientious Awareness Scales**

The final form of Situational Guilt Scale consists of (32) items and five alternatives are (it always applies to me, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me) with weights (1,2,3,4,5). The highest score on the scale is (160), the lowest score is (32) and a hypothetical mean is (96). The measure of conscientiousness in its final form consists of (24) items and five alternatives are (it always applies to me, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me) and with weights (1,2,3,4,5) where the highest score for the scale was (120) and the lowest score was (24) with a hypothetical mean of (72) degrees. (Appendix 1).

### **Final Application**

The researcher applied the two scales to the sample of (300) female students from the Kindergarten Department at the College of Education for Girls / University of Baghdad by distributing the two scales to them and clarifying the answer method for the period from 1/6/2019 to 15/6/2019.

## **Results & Discussion**

### **Presenting, Interpreting and Discussing Results**

- The first objective: to identify situational guilt among the students of the Kindergarten Department.

To achieve this goal, the researcher extracted the arithmetic mean of the scores of the sample members on the situational guilt scale of (138,523) and a standard deviation of (13,734) by using the t-test for one sample to find out the significance of the differences between the arithmetic mean and the hypothetical average of (96). The results showed that the difference was statistically significant between the two means, as the calculated T-value (53.62) was greater than the tabular value (1.96) at the significance level (0.05) and the degree of freedom (299), and the arithmetic mean is greater than the mean hypothetical. The results showed that the difference is statistically

significant between the two averages, which mean that the sample members have a high degree of positional guilt. Table (6) illustrates this.

**Table 6.**

*One-sample t-test to test the significance of the difference between the mean scores of the sample members and the hypothetical mean of the situational guilt scale*

Sample No	Degree of freedom	Tabular -T Value	Calculated T-Value	Hypothetical mean	Standard deviation	Arithmetic mean	Significance ) 0.05 (
300	299	1,96	53,62	96	13,734	138,523	Sig.

This indicates that the sample members have a high degree of conscientiousness. This can be explained by the fact that female students at the university level have conscientiousness as a result of their presence in a social environment resulting from the upbringing conditions that this segment experienced. The reason may be due to economic and cultural changes, in addition to the complexity of daily life that requires them to be on a high degree of vigilance in the judgment of their conscience in the face of the situations, struggles and daily tensions in their university life. Their academic specialization in the kindergarten department encouraged them as kindergarten teachers in the future of their lives to have a degree of conscientiousness.

The third objective: To know the relationship between situational guilt and conscientiousness among female students of the Kindergarten Department. Using the Pearson correlation coefficient, the researcher found that the correlation between situational guilt and conscientiousness was (0.54), which is a high positive correlation, meaning that the students who have situational guilt have conscientiousness. This is confirmed by the result of the goal (the first and second) and the value is a function at the significance level (0.05) and the degree of freedom (299) because it is greater than the Pearson tabular amount of (0.011). This indicates the existence of a high correlation between situational guilt and conscientiousness among the female students of the Kindergarten Department. This result is attributed to the existence of a relationship between them resulting from the fact that these two features are at the heart of the socialization process and stem from the social controls in this society, especially for this group. Situational guilt

and conscientiousness are two features that result from the process of social normalization and the methods followed by parents in raising their children, which parents intentionally develop in their children because of the positive aspects that they have in the hearts of their children. In the four years, the students will be more psychologically and emotionally mature and more successful in identifying social situations that provoke feelings of situational guilt and alertness to a conscience.

### Recommendations

- The necessity of paying attention to the human relations that unite university students in general through a set of programs and social activities.
- Directing and guiding the families of the Iraqi society to the correct methods used in the process of socialization and social normalization to create a generation on the side of responsibility and free from psychological problems that are reflected in its future behavior.

### Suggestions

- Conducting a study on situational guilt and its relationship to other variables such as lying and obedience to others among female students of the Kindergarten Department.
- Conducting a study on the role of socialization in developing conscientiousness among kindergarten students.
- Conducting a study on the relationship of (situational guilt and conscientiousness) to the psychological health of university students.

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## Appendices

### The Final Form of Situational Guilt Scale

No.	Items	Sometimes apply to me	Usually apply to me	Always apply to me	Rarely apply to me	Do not apply to me
1	I felt guilty about					
2	I laughed at the appearance of one of my colleagues					
3	I made one of my co-workers angry for no reason					
4	Deliberately giving a wrong answer to a lost person					
5	Accusing my girlfriend of stealing and she is innocent					
6	I misunderstood the intentions of one of my friends					
7	I buy a lot of unnecessary things					
8	I failed the final exam					
9	Refusing to help my friend when she is in financial hardship					
10	I lied to my female colleagues in some situations					
11	My mockery of the work of a street vendor					
12	Annoying my girlfriend when she was talking					
13	Beating a pet					
14	Ignore one of my ex-boyfriends on the street					
15	I neglected my appearance on one occasion					
16	Keep up with others in their opinions and beliefs					
17	Denying some facts in front of others					
18	Say words that make others angry at me					
19	My mistake in making a fateful decision					
20	My quarrel with one of the teachers					

21	I interrupted one of my friends when she was ill					
22	I quarrel with one of my friends in front of others					
23	I hit a little boy					
24	Refuse to help a disabled person					
25	My choice of a field of study that I do not desire					
26	I refuse to visit my relatives on holidays and special occasions					
27	Annoying one of my colleagues by asking a lot of questions					
28	I failed to express my personal opinion in front of the audience					
29	Not responding to someone who insults me personally and in the presence of others					
30	I spend a lot of money wrongly					
31	I don't use my free time to study					
32	I refused to help my father when he asked me for help					
33	Being a useless person					

**The Final Form of Conscience Awareness Scale**

No.	Items	Sometimes apply to me	Usually apply to me	Always apply to me	Rarely apply to me	Do not apply to me
1	I strive to perform my duties and do my best at work					
2	Take care of organizing what is around me					
3	They trust me to complete the tasks assigned to me					
4	I do all my work with precision and perfection					
5	When I do a job I don't leave it until I finish it.					
6	I strive to achieve my goals with all my energy					
7	I keep all my things in order.					
8	I achieve my goals according to well-thought-out plans					
9	It depends on me when I assign any tasks					
10	I complete my work and duties without anyone's motivation or motivation					
11	I strive to fulfill all my actions with a good conscience					
12	I will be serious when doing any work					
13	Stick to the rules wherever I am.					
14	I finish my duties and work on time					
15	All my things are tidy and clean.					
16	Avoid mistakes in making important decisions					
17	I answer the questions of those sitting near me in the car, from the general public					
18	I put everything I use back to where it was before					
19	I ask myself about the reasons why situations actually happen					
20	I am more emotionally and psychologically balanced in dealing with different situations					
21	I believe in moral values in my life					
22	I do what my conscience dictates					
23	Be patient before making any decision					
24	I have the ability to control myself with the problems I encounter					