

**Extent of Self-awareness among Department of Kindergarten
Students in Kirkuk Province****Assist. prof. Dr. Alaa Saheb Askar**

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UNDER THE CC BY LICENSE<https://creativecommons.org/licenses/by/4.0>**Corresponding author:***Assist. prof. Dr. Alaa Saheb Askar***Email:**alaa.s.askar@uoalkitab.edu.iq**Abstract**

Due to scanty data on self-awareness amongst students of the Kindergarten Department, College of Basic Education, this research intends to build a relevant descriptive approach to achieve objectives. A low level of self-awareness of the students at Kindergarten Department is postulated upon a few reasons: (a). Insufficient school curricula to develop the capabilities of the students lead to failure in providing opportunity for the pupils to develop themselves; (b). Failure of the instructors to use various modern teaching methods including teaching strategies meanwhile modern skills lead to a lack of understanding and reflection on topics; (c). Poor social relations i.e. family relationships, failed to build up self confidence in children and to develop their abilities and skills; (d). The inability of female pupils to conduct regular self-evaluation on a continuous basis which consequently caused absence of an effective educational guidance and undermining guidance unit in the Faculty to carry out such tests that contribute to the development of their emotional field of values, tendencies, habits, attitudes and desires. It is recommended that the university and related departments to carry out educational activities through programs that motivate pupils to: develop self-awareness of themselves; develop their self-confidence via involvement of local civil society organizations; activate the role of the family through socialization care; to implement the concepts of self-awareness; adopt certain ways to help raise the level of self-awareness, and conduct field studies to demonstrate application of within classrooms. Further studies, i.e. effectiveness of a counseling program in developing self-awareness among university students; as well as self-awareness and its relationship to intelligence and heredity among secondary school students are recommended.

Keywords: Kerkuk, kindergarten pupils; self-awareness, self-confidence, Iraq.



مدى الوعي الذاتي لدى تلاميذ رياض الأطفال في محافظة كركوك



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المستخلص:

نظراً لقلّة البيانات المتاحة حول الوعي الذاتي لدى طلاب رياض الأطفال في كلية التربية الأساسية، يعتزم الباحث تطوير منهجية وصفية لتحقيق أهدافه. يُعزى انخفاض مستوى الوعي الذاتي لدى أطفال رياض الأطفال إلى عدة عوامل، منها: (أ) عدم كفاية المناهج الدراسية لتنمية قدرات الطلاب، مما يؤدي إلى نقص فرص التطوير الذاتي؛ (ب) عدم استخدام المعلمين لأساليب التدريس الحديثة، بما في ذلك استراتيجيات ومهارات التدريس الحديثة، مما يؤدي إلى ضعف فهم المادة الدراسية والتأمل فيها؛ (ج) ضعف العلاقات الاجتماعية، ولا سيما العلاقات الأسرية، مما يعيق تنمية ثقة الأطفال بأنفسهم ونمو قدراتهم ومهاراتهم؛ (د) عدم قدرة الطالبات على إجراء تقييمات ذاتية منتظمة ومستمرة، مما يؤدي إلى نقص التوجيه التربوي الفعال وضعف وحدة التوجيه داخل الكلية، الأمر الذي يعيق إجراء التقييمات التي تُسهم في تنمية جوانبهم العاطفية والقيمية والسلوكية والعاداتية والطموحة. يُوصى بأن تُنفذ الجامعة والأقسام المعنية أنشطة تعليمية من خلال برامج تُشجع الطلاب على: تنمية الوعي الذاتي؛ وتعزيز ثقتهم بأنفسهم عبر إشراك منظمات المجتمع المدني المحلية؛ وتفعيل دور الأسرة من خلال الدعم الاجتماعي؛ وتطبيق مفاهيم الوعي الذاتي. كما يُوصى باعتماد أساليب محددة للمساعدة في رفع مستوى الوعي الذاتي، وإجراء دراسات ميدانية لتوضيح تطبيقها في الفصول الدراسية. ويُنصح أيضاً بإجراء المزيد من البحوث، مثل دراسة فعالية برامج الإرشاد في تنمية الوعي الذاتي لدى طلاب الجامعة، ودراسة العلاقة بين الوعي الذاتي والذكاء والوراثة لدى طلاب المرحلة الثانوية.

الكلمات المفتاحية: كركوك، طلاب رياض الأطفال؛ الوعي الذاتي، الثقة بالنفس، العراق.

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العمل الأصلي بشكل صحيح

" مدى الوعي الذاتي لدى تلاميذ رياض
الأطفال في محافظة كركوك "

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Introduction:

The education that individual receive from the family and society contributes to the acquisition of many values, habits, experiences and first experiences, and contributes to the formulation of some rules of behavior that must be produced in the light of the individual's self-awareness and building for himself by himself; where man's awareness of all aspects of modern life is an existing necessity [1]. Psychological awareness and self-awareness deems important because they consider the man as the most precious thing in this existence. Selfknowledge, feeling and self-realization do stem from both people's observation of him and particularly in a full auto-believe to the strength of his feelings. Self-awareness also helps in controlling various impulses and confrontations, self-motivation, empathy and personal fitness. This is one of the most important emotional and social skills that distinguish the most successful individuals from others in the social environment. Individuals vary in their skills, abilities and encounters in different fields of the life [2]. Self-awarded individuals are characterized, by the ability to realize their psychological state, and possess sophisticated emotional life due to self-independent personalities; meanwhile confident in their capabilities and enjoy good physical and psychological health. They may also have the skill to relief a bad mood, as their rationality helps them control their emotions. Female pupils, to certain extend, are minded, get more involved and sensitive to social problems and the feelings of others. They also seem more mature in their interactions with others via social persuasion, which involves the processes of encouragement and support with others in the learning environment (teachers, parents, and peers) e.g. they can verbally convince the learner of his ability to succeed in his own tasks. Simultaneously, the college students are not far from the circumstances, contradictions, and problems that increase the requirements of life e.g. multiple needs, arise that require desires and satisfactions that cannot be fulfilled [3]. Therefore, needs of the individual deems urgent and may prompt to the extent to satisfy themselves in ways that may not be socially acceptable. Earlier studies demonstrated the vision that denoted the problem of the current research which involved female students of the Faculty of Basic Education, Kindergarten Department, as well as duration of their study within the framework of the student community, in which the element of influence and vulnerability emerges, and the varying level of awareness, culture, and socialization.

The problem of the study lies in the apparent weakness of self-awareness among second-year female students in the Kindergarten Department at the College of Basic Education, despite the crucial role that education, family, and society play in shaping values, behavior, and psychological awareness. Self-awareness is a fundamental psychological and social skill that enables individuals to understand their emotions, regulate their behavior, cope with life pressures, and interact effectively with others. University students, particularly female students, are exposed to increasing academic, social, and emotional demands that require a high level of self-awareness to manage needs, desires, and social expectations in socially acceptable ways. However, previous studies and practical observations indicate noticeable variation and deficiency in self-awareness levels among this group, which may negatively affect their emotional balance, social interaction, and academic adjustment. This situation highlights the need to investigate the level of self-awareness among these students, identify individual differences, and examine the relationships between self-awareness and related psychological and social variables in order to provide a clearer understanding of the problem and support appropriate educational and guidance interventions.

Firstly:

Justification: According to earlier studies of [4-71] there seems to be a clear problem among the 2nd year female students in lack of self-awareness where we set off. Hence, the following questions have been risen as objectives to achieve: (1). would the college students of Kindergarten Department, enjoy self-awareness and social persuasion? (2). are there individual differences in the research variable of 2nd year students in the kindergarten department?; (3). is there any correlation between the research variable?

Secondly:

Research significance: A part of the soul, awareness, self-knowledge and attention represent the interface of the personality as a conscious part that deals with the outside world, and undertakes the process of social interaction, its mission as perception, thinking, as well as personal and social integration. Also represents the function of the self which perceives actions, results and thinks about them to enable adequate thinking to predict events that may actually occur. The latter, consequently leads to develop solutions to compatible problems mean while avoiding, as much as,

possible painful situations [8], Earlier Kierkegaard's study had emphasized of individuals to be aware of themselves and their ability otherwise they are lost. In order for an individual's life to be really meaningful, s/he must face problems with whatever comes new. Any individual may not feel his importance except through his awareness of himself and realization of his life project. Thus, any individual in the life may, sometimes, be in a situation to confront only one choice where he must choose consciously when burdens, the consequence by himself [9].

Consciousness, on the other hand, seems to link between an object and a subject while they strictly are separated from others but each may, simultaneously, oppose or take another. The latter is evident via the psychological development of the human being, which eventually affirms the personality. Moreover, it also leads to the assertion of a world posited for this character. The awareness could also be defined when an individual sees himself through the perception s/he receives from others for his own activity and the perception that the individual forms in his emotional life through a system of knowledge that does not provide a basis for certainty, but satisfies the ego's claim of the sole to the role he plays in the objective perception of reality [10].

Consciousness, in fact, overlaps with the term "feeling" meanwhile it points out that feeling includes consciousness [11]. Awareness of an individual's may imply a continuous awareness towards the environment or a reflection of what lives inside him; while, awareness may also be awareness of mental events meanwhile self-knowledge is part of the feeling which is often referred to as self-awareness or autoawareness, or accordingly, it is defined as a mental process [12]. The process of growth of self-awareness takes place by expanding its fields which is a process of knowing what we think, what we feel, and what we do, by means of a direct method that leads the individual to realize self-organization [13]. Three main areas of consciousness in the individual were identified by Perlez e.g. self-awareness, awareness of the world, and awareness between the self and the world. The discovery of the last region hinders the discovery of other regions meanwhile his emphasis is on self-awareness and awareness of the world [14], Some scholars think that awareness, as a concept, is synonymous with the concept of self-awareness, e.g. when an individual is aware of some things other than himself, i.e. the outside world

or other people as this expresses reflexive awareness, when the subject of consciousness is the self [15].

The specific extent of the stability of an individual in self-efficacy during the exercise of experiences or achievement may depend on some determinants, including the individual's prior idea of himself, his capabilities, abilities, information he possesses, self-awareness of his thoughts and feelings, awareness of the size of the tasks to be accomplished, the difficulty of the problems encounters, and the difficult circumstances or pressures being faced. All above would depend on previous direct experiences and the method of building experience, or awareness of and reshaping them in memory [16]. The faith of the individual based on mental persuasion requires him to rule his mind, work with his mind and awareness, understand and think about what is going on inside himself when he would be able to persuade others [4].

Variables of self-awareness were chosen due to its compatibility with the university stage in which it is possible to realize the extent of awareness of training female students to raise questions, think, make decisions, issue judgments and justify them based on correct information, and develop their mental abilities and mental skills. The university level is of importance in preparing female students to continue studying at higher levels, and relying on themselves in research and follow-up, as at this stage, they have reached an advanced level of physical, mental and emotional maturity. At this stage, the students' sense of their independence and their responsibility in decision-making appears due to such an important stage in education. This is done by absorbing the outcome of words and terminology when during their study at the university which help them to think and understand the questions presented to them.

The objectives and limits: What is the self-awareness of kindergarten students? The current research has dealt with the students of the College of Basic Education, Kindergarten Department, for the academic year, morning study (2021-2022).

Definition of terms:

Self-awareness is considered as a dimension out of five dimensions of emotional intelligence, which Goleman mentioned in his theory; and the language of emotional intelligence contributes to engineering the self and activating the paths of its vitality in compatibility with the self and others, and investing that in activating the paths of unlimited energy in its components [17]. (b). Theoretical definition: that is the ability

to direct attention, either towards itself or outside towards the environment which that may cause a state of the following evaluation; (c). Procedural, where it is the score obtained by the responding student by answering the paragraphs of the scale that was relied upon by the researcher in this research.

Kindergarten Department: Custom.

(a). It is an institution that is affiliated with a specific personality or charitable, cultural or religious bodies, that pays different tuition fees, while each kindergarten is responsible for its tuition fees" [18].

Chapter 2:

Theme One: Theoretical Framework: Self-awareness is one of the five dimensions of emotional intelligence that Goleman mentioned in his theory. The language of emotional intelligence contributes to engineering the self and activating the paths of its vitality in compatibility with oneself and others, and investing this in activating the paths of unlimited energy in its components [17]. Self-awareness is a complex, multidimensional phenomenon that includes various subjective domains and corollaries i.e. a sense of power and can think too about his past (biography) and future (excavation). It can also focus on emotions, thoughts, personality traits, details, goals, attitudes, perceptions, feelings, intentions, and so on [19]. Self-awareness is also related to self-knowledge and self-reflection, self-clairvoyance, awareness of personal feelings, awareness of the feelings of others, and metacognitive processes. It has been revealed that there is a positive correlation between self-awareness and each of emotional intelligence, empathy, social desirability, locus of control, self-esteem, metacognition, self-monitoring, creativity, self-sufficiency, the need for knowledge, and the existence of a relationship negativity between self-awareness, anxiety and depression [20]. A faculty member who shows self-awareness has an awareness of his feelings and the ability to control expected actions, make appropriate decisions, and communicate properly with others. Self-awareness helps to listen continuously to achieve goals and find constructive ways to overcome crises. Consciousness can also read the educational situation, clarify ideas, be abler to focus, take steps towards achieving plans, and be able to move towards solving problems instead of focusing on emotion [21].

A child develops awareness during the upbringing process by embodying the values of his parents both their orders and prohibitions as well as their ideas about right and wrong, good and evil, right and wrong, and about justice and injustice. These values are crystallized in the child's psyche in the form of an internal authority that takes the place of the parents, even in their absence, in terms of criticism, guidance, proof, and punishment. This prompts us to say that the first steps required in order to raise the level of our emotional intelligence is to raise our ability to correctly and appropriately distinguish our emotions, and name them properly. Thus, it provides us with words and vocabulary of emotional significance, clearly and naturally, and by studying those who have some behavioral or aggressive disorders in behavior that they are not good at knowing their emotions and feelings, and they are not good at expressing them verbally or writing. This makes them feel angry or irritable without knowing the real reason [22].

First: Types of self-awareness:

1). Private self-awareness, refers to the fleeting state of attention to the internal and external aspects of which the private self is composed. This means that the individual focuses his feelings and attention on the internal and non-communal aspects.

2). General self-awareness (external or environmental): means that the individual's attention is focused on himself as a social subject, or the attention that the individual leaves with others when he is a social subject in a public place where he sees others and pays attention to them. The individual's reflections, emotions, and feelings contribute to self-formation and testing in some social situations [23], Emphasize that the awareness of the individual expresses the awareness of all internal and external stimuli, and that the awareness of the individual includes a set of points e.g. Perception of external events and realizing the inner feeling self-realization, awareness of ideas about different experiences [2].

Second: models of self-awareness:

1. In Self-aware: They are distinguished by their awareness of their moods and emotional states, and their personalities are exploitative, so they have the ability to make decisions, and they are positive in their thinking and behavior and do not give up when exposed to frustrating situations [25].

2. Immersed in their emotions individuals: those lack of awareness of their feelings e.g. they cannot get out of their volatile moods and feel helpless in the face of the consequences of these emotions.

3. Accept their self-feelings individuals: Those who change their moods as they are and do not seek to change them despite their conscious of them. These people are divided into two types, (a). those with a good mood and they do not have motives to change them, and (b). Those whose moods are bad and they realize the bad mood and accept it as it is but do not change it [26].

Third: theories of self-awareness:

(1). The phenomenological theory of Carl Rogers' theory of self-awareness is one of the most important embattled theories, as it represents an essential aspect of it by defining it as an organized, flexible, yet coherent cognitive mental organization. It was based on the virtual field, that is, the emotional field [27]. This theory is summed up in a number of postulates, some of which are listed as follows:

- The organism responds to its field as it perceives it, and from its own experiences.
- The organism responds with its apparent field, that is, the apparent interest in its behavior
- The organism has a basic tendency to achieve, confirm and preserve itself.
- The best way to understand behavior is the frame of reference of the individual himself. - The structure of the self is formed as a result of interaction with the environment, and the individual may absorb the values of others and perceive them in a distorted way. - Psychological adaptation takes place when the self-concept is consistent with the individual's sensory experiences.
- Rogers finds that there is a very strong desire for self-esteem that parallels social esteem, in the sense that the individual desires to esteem himself as he desires to be esteemed by others [2810]

(2). Theory of William James, who is considered one of the first psychologists, wrote about self-awareness whose theory is summarized in the study of the continuous

interaction between people within society. He sees that the self has two sides, a causal side, which is the action, and an objective side [29].

(a). The self as an object: by identifying the person's attitudes, feelings, perceptions, and evaluation of himself as a subject, that is, the person's idea of himself.

(b). The self as a process: It consists of a group of activities from processes i.e. thinking, remembering and realization that represents the mental abilities the individual carries. The practical self includes the material self (the individual's body, family, and his possessions), the social self, the view of others towards the individual and their evaluation of him through different situations, the spiritual self (represented in the psychological emotions, desires, and tendencies of the individual) [27].

(3). Behavioral Theory of Lokoer: This trend uses vague and incomplete methods and approaches that do not allow a direct and objective measurement of the self-concept, because the latter represents the individual's awareness of himself, which can become subconscious which is hidden from observation. Therefore, experimental behavioral psychology does not propose any theory of truth nor any model of self-concept. The reason behind this is the preoccupation of the owners to this trend with reducing the difficulties of confrontation in establishing the role that the concept of self-awareness plays in determining behavior, rather than their preoccupation with giving explanations of what this concept is. However, this does not hide the absence of those who cared about this under the shadow of this current through the "Bandura theory", where he cared about self-efficacy. It means the individual's assertion of his ability to carry out the behavior that is determined by a specific situation, which leads to the belief in his ability to face difficult situations. The theory also believes that self-efficacy is defined by a person's belief in the possibility of performing a required behavior in a specific situation.

(4). Theory of objective self-awareness: Scientists, Divall and Weckland had, relying on the difference between two forms of the variables of conscious attention, formulated a theory of self-awareness. This is an attempt to understand why the individual is strongly driven to coping by testing theories of coping and social influence and its interpretation. The theory is based on the assumption that "states of consciousness are directed either towards a specific aspect of the self or towards an external environment." This difference makes it possible to understand the various phenomena in terms of self-assessment resulting from self-directed attention [30].

Fourth: The important role of the teacher in developing self-awareness:

1. It works to provide sufficient opportunities for students to describe out loud in front of their peers what is going on in their minds during awareness to accomplish their task, which is considered one of the success factors for this type of awareness. The teacher can then decide if his students have become more aware, observant, and in control of their level of consciousness.
2. The teacher has a role in spreading the appropriate atmosphere for awareness training, stimulating its processes, and training in learning strategies and mental processes instead of focusing on deaf memorization.
3. Provide students with appropriate opportunities to learn and reach the results they want by performing appropriately.
4. Help provide ways to obtain the necessary knowledge, data and information that serve the achievement of learning.
5. The teacher provides the appropriate classroom atmosphere, which includes providing students with feedback to think about self-awareness and providing them with appropriate comments about his opinion and awareness [27].

Section two: previous studies.

The first axis (studies relevant to self-awareness): Many previous studies related to the independent and dependent research variables, reviewed are divided as follows:

The first axis: Arab studies that dealt with self-awareness:

Indicators of previous studies and their implications: Following the revision of the previous studies, indicators and indications for the axes were to be given due to their closeness to the methodology and variables of the current research. The following indicators and indications were concluded:

- (1). Objectives: All studies aimed to identify the effectiveness of a program for developing self-awareness among pre-school children with developmental learning difficulties as a study [7]. This study indicated the effect on self-awareness by using sports to reduce emotional behaviors in the educational community as a study [6],

including on self-awareness and its relationship to social persuasion among university students. A study (Aziz, 2015) aimed at self-awareness and its relationship to psychological adjustment among secondary school students. A study [31] aimed at the effectiveness of a counseling program for developing self-awareness among outstanding students in the secondary stage as a study [32].

(2). The years of previous studies varied for each of the self-awareness i.e. [7] and [31] while our study was for year 2022.

(3). The sample of the previous studies varied in the number as of (4-71 [31] and the study The sample of this research was (54) only.

(4). Gender of the sample: The sample of the previous study varied in gender i.e. included both males and females, i.e. studies of [4-7] [31]; however, another study include male [4], while the present gender included females only.

(5). The academic stage: Most of the previous studies involved different academic stages, some of which were conducted in the pre-study stage as the [5] study; for the secondary stage [6] university stage [5], Other section was conducted on the secondary stage [4] and [31] while the present study involved only the second stage.

(6). Research tool for data collection: The previous studies varied i.e. all were all indicative of the measure of self-awareness [4-7] [31] whereas, the sample of the current research was also measurement of self-awareness.

(7). Statistical methods: Most of the previous studies used statistical methods to achieve their objectives. In studies of self-awareness, e.g. semi-fragmentation and Cronbach ¹'s self-alpha, [4-7] whereas the current included the Person correlation coefficient method was used by the researcher.

(8). Results of previous self-awareness studies: Showed a statistically significant difference between the mean scores of the experimental group children in the pre- and post-measurement on the self-awareness scale and its sub-dimensions valid for the post measurement study [7]. There are no statistically significant differences in the self-awareness of the students according to gender and age differences among them as a study (reconciliation) nor between males and females in the good self-awareness of females as a study [51] There has been a positive correlation between self-awareness and psychological adjustment for a sample of secondary school students [31]. There is no statistically significant difference between the score ranks

of the experimental group and the control group in the self-awareness scale as a study [4]. In the present study, there were statistically significant differences between the two averages in the measure of self-awareness.

Extent of benefit from previous studies: By reviewing axis of the previous studies the following points, in many aspects, were benefited:

1. Crystallizing the research problem and its objectives.
2. Preparing the research methodology and procedures.
3. Benefiting from it in adopting the research tool.
4. Choosing the statistical means to suit the research procedures and the nature of the sample.
5. The results it reached and how to present and interpret them.

Chapter Three: Research Procedures

First:

Research Methodology: A correlative approach as a methodology has been used for the current research, as it is appropriate to achieve the objectives of the research. The method is defined by [33] based on the study of the phenomenon as it exists in reality, and is concerned with describing it as an accurate description expressed qualitatively or quantitatively. The qualitative expression describes the phenomenon and explains its characteristics meanwhile the quantitative expression, provides a numerical description that shows the amount or size of the elements and the degrees of their association with various other phenomena. Therefore, the descriptive correlational approach was adopted to reveal the relationship between self-awareness and psychological adjustment.

Second: The research community: The current research community consists of (54) students of the University of Kirkuk, College of Basic Education, Kindergarten Department, second stage, for the morning study for the academic year (2021-2022).

Third: The research sample: Represented a partial group of the community chosen in a specific way to conduct the research on, and in using the results and generalizing them to the original research community [32]. The researcher selected the research

sample in a random way with equal distribution from the students of the College of Basic Education, Kindergarten Department, who numbered (54) students.

Forth: The research tool: The tool used was required to measure self-awareness by working on building a self-awareness tool.

(1). Description of the scale: The scale of self-awareness consisted of 26 items, built by ourselves. The response to its paragraphs is done in the light of a five-fold scale that begins applies (completely, a lot, to moderate degree, a little, it doesn't apply to it at all). All paragraphs are corrected in the positive direction (1, 2, 3, 4, 5) and the negative paragraphs are corrected in the reverse direction (1, 2, 3, 4, 5).

(2). Psychometric characteristics of the scale: The scale should have some basic psychometric characteristics, the most important of which are its validity and stability of scores [34], because the measurement process requires the availability of many conditions in building the instrument. That is why measurement scientists stress the need to verify the validity and stability of the scale. The researcher verified the validity and reliability of the scale as follows:

(a). Honesty: The scale measures the characteristic for which it was developed, and the validity of the scale provides us with direct evidence of its suitability to carry out its function and to achieve what it was set for [35].

(b). Face validity [36]: The scale, consisted 26 items, presented in their initial form to a group of experts in the field of educational and psychological sciences in order to extract face validity. Request was to express our opinions about the validity of the paragraphs and their suitability for measuring the trait and their suitability for the sample, while determining the suitability of the answer alternatives. Eventually, to collect the opinions of the arbitrators and extract the percentage of those who agreed and its statistical significance, then accept all the scale paragraphs.

(3). The stability of the scale: The fixed scale is the scale that gives the same results if things to measure in consecutive times. It may consider the degree of consistency, or homogeneity between the results of the scale in evaluating a characteristic or behavior [37]. For this purpose of stability of the self-awareness scale had relied on the test and re-test method to extract the stability. The degree of stability was recognized as follows.

(a). Re-test method: stability proceeded according to this method to the amount of correlation between scores which lead to obtain high confidence in the stability of the results of the application while not exposed to random changes in the conditions surrounding the scale [381]. For the purpose of calculating the stability coefficient, the scale was applied to a sample of (54) female students, then was re-applied to the same sample, two weeks after the first application. To calculate the correlation coefficient between the first application and the second application, the Pearson correlation coefficient was used, where the stability coefficient for the self-awareness scale was (0.64). It is a good stability factor in the personality scale.

(b). The scale in its final form: The scale consists of 26 paragraphs divided into five alternatives, which are applies to: (me completely; to me a lot; to me to a moderate degree; to me a little, does not apply at all). Positive paragraphs are corrected (4, 5, 3, 2, 1), and the negative paragraphs are corrected (1, 2, 3, 4, 5).

(c). Final application: The scale was applied to the basic research sample of (54) students, as it worked by applying the scale forms and instructions related to it, and the scale forms were collected directly. It was confirmed that the subjects answered all items related to the scale.

Fifth: Statistical Methods: The following statistical methods were used to analysis the results:

L Pearson Correlation Coefficient for Finding the Stability of the Scale:

(Number of students) (The total of the values of the 1st variable and 2nd variables)-
the total of the values of the 1st variable) the total of the values of the 2nd variables

Person Correlation Coefficient=

N= (Number of students) (X = the total of the values of the 1st variable and R2nd,
variables) the total of the values of the

1st variable 2 the total of the values of the 2nd variables 2.

Percentage: Is used to find out the opinions of experts and to find the ratio between
the Part rule = 100 whole

1. One-sample t-test: It is used to identify the level of self-awareness among female students [401].

Chapter Four: Presentation and interpretation of the results

First: Presenting the results:

The first objective: aims to know what the self-awareness of kindergarten students is: To achieve this goal, the arithmetic average was calculated for 54 students where the arithmetic mean score was (79.94). When comparing the hypothetical mean of (78), the hypothetical mean looked less than the arithmetic by applying the t-test for one sample and the results showed statistically significant differences between the two averages. The calculated T-sample was equal to (0.801), which is less than the tabular value of (1.68). Since the calculated value is less than the tabular value, therefore, there has been no self-awareness among kindergarten students.

Second: Interpretation of the results:

1. Science: its great and effective role in developing the capabilities of female students and the extent to which they develop their emotional, cognitive and psychomotor spheres.
2. Curricula: The curricula did not develop the capabilities of the students and did not provide the opportunity for the students to develop themselves and grow their self-awareness.
3. Teachers: The teacher also has a prominent role in conveying the idea to the students' minds. The failure to use modern teaching methods, as well as the various methods, teaching strategies and modern skills in trampling it prevents their inability to understand and reflect on the subjects. This leads to a lack of development in their abilities from receiving information to searching for it.
4. Social relations: Did not contribute to the development of self-awareness among female students. Some of the relationships, especially the family ones, are dominated by underdevelopment and lack of confidence in the hearts of children prevents the development of their capabilities, as well as relationships within the university campus. These relationships do not give the students the opportunity to consolidate the relationship between the

students themselves and the students. These things led to their lack of awareness and awareness.

5. The environment: H has a role in developing the knowledge of the students, as an inappropriate environment always hinders the progress and development of students towards thinking and realizing about future ideas, talents, and new experiences.

6. As well as the students' inability to conduct self-evaluation on an ongoing basis and learn from their mistakes, all of this is caused by negligence and the absence of an effective educational guidance and direction unit in the college to carry out such tests that contribute to the development of their emotional field of values, tendencies, habits, attitudes and desires.

Table 1. One-Sample t-Test Results for Self-Awareness among Kindergarten Students

Variable	Sample Size (N)	Arithmetic Mean	Hypothetical Mean	Calculate d t-value	Tabular t-value	Significance Level	Result
Self-awareness	54	79.94	78	0.801	1.68	0.05	Not statistically significant

Third: Conclusions:

It has been concluded that:

1. The level of self-awareness is low among the students of the University of Kirkuk, College of Basic Education, Kindergarten Department.
2. The level of self-awareness does not help to raise the level of awareness among undergraduate students.
3. Self-awareness did not play a role in the education process, as it did not lead to positive interaction and active participation among the students.
4. The possibility of applying self-awareness to the students of the second stage in the Kindergarten Department did not produce the required level in its results.
5. Self-awareness did not contribute to the development of meditation among female students.

Forth: Recommendations: The following statements were recommended:

1. The university and colleges emphasize the importance of self-awareness, through which they develop self-confidence by carrying out educational activities and programs that motivate students to develop self-awareness.
2. The teachers need to motivate the efforts of parents to enlighten their children by themselves and to show their ability and capabilities of social persuasion in order to benefit from it.
3. Organizations need to activate the role of the family through social upbringing, by ensuring that concepts of awareness are instilled and by providing means to help raise the level of self-awareness.
4. Interest in using the development of self-awareness because of its role in developing the idea of learners.
5. Conducting training studies to show how to apply self-awareness in the classroom situations of the students. Fifth: Suggestions:

The following topics can be proposed:

2. The effectiveness of a counseling program in developing self-awareness among university students.
3. Self-awareness as a predictor of moral intelligence among university students.
4. Self-awareness and its relationship to achievement motivation among secondary school students.
5. Self-awareness and its relationship to intelligence and heredity among secondary school students.
6. Spiritual intelligence as a determinant of wisdom and self-awareness among students of the College of Basic Education.

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