

THE EMOTIONAL AROUSAL FOR KINDERGARTEN TEACHERS AND ITS RELATIONSHIP WITH SOME VARIABLES

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ABSTRACT

The research aims to measure the emotional arousal for kindergarten teachers in a (178) of Government Kindergartens within the Al-Karkh and Al-Rusafa sectors. The data were collected from (400) respondents and the questionnaire was based on (17) articles and the analytical descriptive research method was used, The researcher used T-test and the Arithmetic mean to test the Research Objectives.

Key words : emotional arousal, kindergarten teachers.

RESEARCH METHODOLOGY

First: Research problem

The teacher in kindergartens plays an alternative role to the mother as she gives the children love, compassion and affection by treating them in a positive way and being an expert in human relations and representative of the values of the society and culture as well as a guide and a psychological guide. This is the link between kindergarten and home so that there is no contradiction in treatment Between them. In order for the home and the kindergarten to work together, the child's personality must be fully integrated to grow properly and be physically, psychologically and mentally correct, thus achieving the desired goals (Melhem, 2000: 5)

The teacher is one of the important variables in the educational process and determines the importance of the behavioral inputs of the teachers through the various activities carried out by the teacher and the relative importance of these roles has taken the teaching profession in the modern time an important role in education became a teacher through education representative of the culture of society and a vector of

values and It is easy to grow personal, guided, oriented, friendly and trustworthy. It is a behavioral model, but sometimes parents are an alternative to them (Abu Hatab et al., 2009: 229).

So ,The problem of the present study can be identified in an attempt to answer the following questions: Do kindergarten teachers have Intellectual excitabilities?

Second: The importance of research

- 1- The study discusses the variable emotional arousal of kindergarten teachers because of the importance of this variable in the construction of characters who suffer so far from the lack of interest, so the identification of this variable helps in the process of planning to prepare the teacher and training and helps to choose the appropriate specifications to work at this stage, which is very The importance is the kindergarten stage.
- 2- The present study represents a modest addition to the knowledge and diagnosis provided by the literature and measuring tools to assist other researchers to conduct studies and subsequent

research experimental and descriptive and guidance on different samples from what is in this study.

Third: Research Objectives

The research aims to identify:

- 1- Differences in emotional arousal of kindergarten teachers.
- 2- Differences in the emotional arousal of kindergartens teachers according to the variable educational achievement (higher degrees, bachelor, diploma, middle school).
- 3- Differences in the emotional arousal of kindergartens according to variable years of work (1-10) (11-20) (21 - and more)
- 4- Differences in emotional arousal to kindergarten teachers according to the variable social status (married - unmarried).
- 5- Presenting a number of conclusions and recommendations to the Ministry of Education in light of the results.

Fourth: Search Sample

The research community included (178) government kindergartens, distributed among the six general districts of Baghdad, with Karkh (first, second, third), and Rasafa (first, second, third), while the number of kindergarten teachers was (1891) teachers, The sample included (400) kindergarten teachers who were randomly selected from 44 kindergartens in the Baghdad.

THE THEORETICAL SIDE

First : Definition of the emotional arousal

Emotion is a physiological state that occurs to individuals and acts to direct their behavior by type of arousal, whether positive, negative or neutral, and thus affect its level (Kazem, 2001: 41). Some definitions that show the concept of emotional arousal are a case characterized by strength and desire In the work of a particular behavior or a subjective state of consciousness in the organism accompanied by internal physiological changes and manifestations of external expression may often express a kind of emotion (Allawi, 1998: 438)

And that the concept of the emotion is compounded by the lack of general agreement on the definition of the basic nature, there is in the literature indicating the existence of (92) definition of emotion, some of them see emotions or emotions are internal situations characterized by special cognitive aspects and physiological reactions and behavior tends to appear Suddenly and hard to control (Davidoff, 1983: 408)

Second : Functions of Emotion

1- Communicating with others:

Emotional expressions such as expressions of the word convey messages to others. When we communicate with others, whether verbally or nonverbally (such as facial expressions, body movements or tone of voice), emotional expressions have an automatic effect on others, especially if there is disagreement Between what you say and what we show emotional expressions, and the individual usually responds to nonverbal expressions more than his verbal response if they are opposed (Giesen, 1974:67).

2- Organize and stimulate behavior

Emotions act as triggers and behavior organizations, which prepare the human or organism for behavior and motivate it to do the work. For example, if you see your brother or two-year-old son standing in the middle of the street, and you see a car heading towards him, you will pass through the experience of the fear, and this fear will prompt you to rush to save the child and not thinking about the subject. In this case, it is the emotion that stimulates and drives the behavior without thinking. And helps to overcome the emotional constraints of the environment fear or anxiety felt by the student before the exam makes him in a state of discomfort, which helps to stimulate the study and thus works well on the exam (Ghisell, 1981:34).

3- Self-validation or (self-communication)

Emotions can give us information about a situation or incident. You can send us a signal that something will happen. Sometimes the signals about the situation can be captured subconsciously, as you may have a positive emotion towards someone and then find that those emotions were true. A great example is that emotion may

give us a preconceived attitude toward a particular situation. Sometimes we experience the experience of fear or discomfort before we go to a meeting or a meeting. Indeed, when we are astonished there, we find that the earlier emotion was sincere (Khatib, 2011: 180-181)

Third : The Nature of emotion:

Emotion is a natural process and it is so complex that it has to be analyzed into different parts and perspectives. Some psychologists and phislegists use an emotion word to indicate certain reflex patterns of response such as anger, shouting, laughter, etc., related to the neural centers in the hypothalamus region, Under it (Murad, 1968: 125)

The emotions of the human internal situations can not be observed or measured directly, and arise emotions suddenly during the interaction of individuals with experiences and respond to them without thinking either words or behavior or thoughts and feelings that these feelings are mixed with each other and may not be prevented by individuals because they are subjective reactions Negative or positive negativity is directly

affected by its assessment of the external situation, resulting in a pattern of emotion (Waqf, 1998: 357).

Although emotions are pervasive in human life, all of us have many personal experiences with them, but it is a difficult concept to define. Emotions (whether negative or positive) are feelings that come as triggers for stimuli, accompanied by physiological arousal and related behavior By. It includes cognitive, physiological and behavioral elements that can be summarized as follows:

- 1- Self-cognitive experience (knowledge element).
- 2- physiological stimulation (physiological element).
- 3- Expressive expressions (behavioral element).

DATA ANALYSIS

First : The Statistical characteristics of The emotional arousal :-From the extraction of the descriptive properties of the responses of the research sample , it was found that the sample scores on the scale The emotional arousalwere closer to the normal distribution, as shown in Table (1) and Figure (1).

Table (1)

The Statistical characteristics of the emotional arousal

Mean	45,1950
Median	47.0000
Mode	48,00
Std.Deviation	3,57546
Variance	12,784
Skewness	-1,340
kurtosis	1,023
Range	14,00
Minimum	34,00
Maximum	48,00

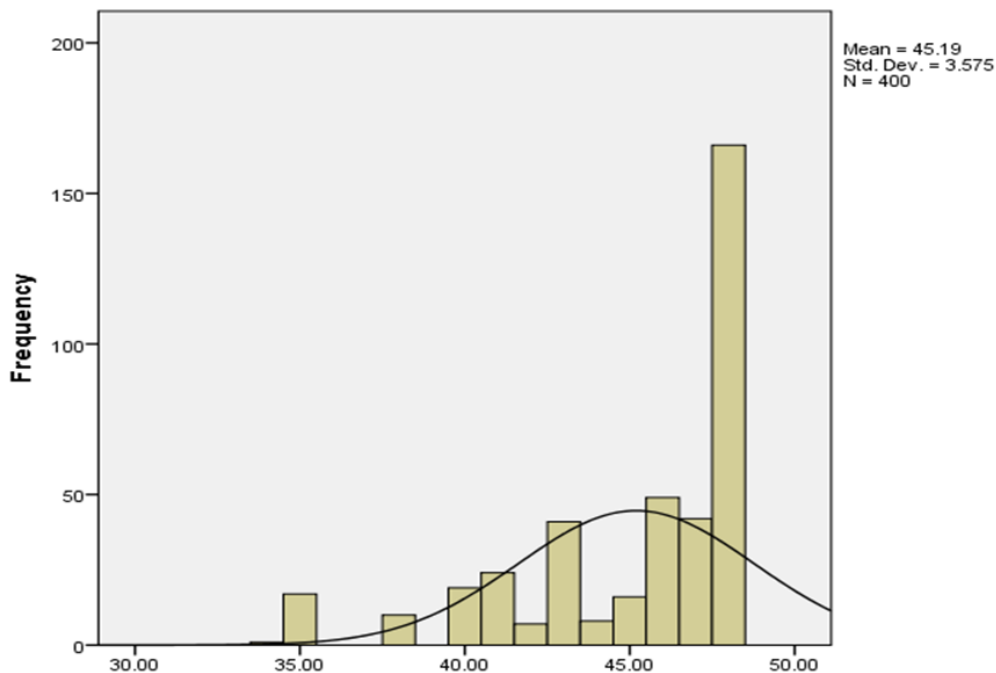


Figure (1) **Distribution of the members of the research sample according to the average curve in the scale of the emotional arousal**

-Final application: The researcher applied the scale of the emotional arousal on a sample of (400) kindergarten teachers in Baghdad for the period from (11 / 4 / 2018) to (31 / 5 / 2018)

Statistical means: For the purpose of completing the research procedures, and calculating the results of the researcher used the methods of descriptive statistics, and the explanatory shown below using the statistical bag for social sciences (SPSS):-

- 1- T-Test: To determine the difference between the mean scores of the upper and lower groups for each of the two scales when calculating the force of excellence.
- 2- Pearson correlation coefficient: To find the correlation between each paragraph and the total score of the scale, and also used to extract the stability by way of re-testing
- 3- Alpha Kronbach equation for internal consistency: used to extract the internal stability of the scale.
- 4- The arithmetic mean and the standard deviation: To calculate the distribution of the scores of the sample according to the research variables.

- 5- The testing of two independent samples: to find the differences between the parameters according to the variables of the research.

Second : Objective analysis

The researcher investigated the differences between the emotional arousal measures by the two extreme groups in the total score of the sample of the statistical analysis of (400) teachers. The scores of the scale were descending from the highest overall score of the emotional arousal scale to the lowest degree. The total number of teachers in each group is (108) and the number of teachers in each group is (108) . The T-test was then used for two independent samples to determine the difference between the two extremes between the scores of each paragraph (Edwards, 1957: 153-154).

It was found that all excitatory clauses were distinct except for paragraph (17) at the level of significance (0,05) and the degree of freedom (214) and the table T value (1.96). Table (10) Emotional arousal.

Table (2)
Paragraphs of emotional arousal scale analysis

	The lower group		The upper group		T- value	Statistical significance
	Std.Deviation	The mean	Std.Deviation	The mean		
1	0.71205	2.5833	0.0000	3.0000	6.081	significant
2	0.74675	2.6111	0.0000	3.0000	5.412	significant
3	0.42953	2.7593	0.0000	3.0000	5.825	significant
4	0.57367	2.7685	0.0000	3.0000	4.193	significant
5	0.64824	2.5185	0.0000	3.0000	7.719	significant
6	0.86747	2.2964	0.0000	3.0000	8.430	significant
7	0.50095	2.5370	0.0000	3.0000	9.604	significant
8	0.49679	2.4259	0.0000	3.0000	12.009	significant
9	0.49679	2.4259	0.16510	2.9722	10.845	significant
10	1.00311	2.0556	0.0000	3.0000	9.785	significant
11	0.50156	2.4722	0.16510	2.9722	9.841	significant
12	0.98360	2.2037	0.0000.	3.0000	8.413	significant
13	0.64038	2.6019	0.0000	3.0000	6.461	significant
14	0.43503	2.7500	0.0000	3.0000	5.972	significant
15	0.64791	2.4722	0.0000	3.0000	6.465	significant
16	0.60879	2.6759	0.0000	3.0000	5.532	significant
17	0.86567	1.9753	0.26352	2.9259	0.244	Not significant

CONCLUSIONS

The researcher reached the following results:

- Kindergarten teachers (research sample) enjoy emotional arousal.
- There were statistically significant differences in emotional arousal according to the scholastic achievement variable.
- There were statistically significant differences in emotional arousal according to variable years of service
- There are no statistically significant differences in emotional arousal according to the social status variable.

In light of the results of the research, the researcher reached a number of recommendations, including:

- The Ministry of Education should identify kindergarten teachers who have a high level of self-censorship, emotional arousal and organizational values to benefit from their experiences to enhance self-monitoring, emotional arousal and organizational values of new teachers.
- The Ministry of Education urged the teachers of Riyadh to develop the level of their professional behavior by participating in training courses to develop their professional skills.

In light of the research results, the researcher proposes a number of proposals, including:

- Conduct a similar study on other samples (primary stage parameters), (intermediate stage parameters).
- Conducting a study that illustrates the relationship between social relations and emotional arousal among Riyadh teachers

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