

Temperamental Personality and Its Relationship to Self-Presentation among Students of The Kindergarten Department

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ABSTRACT

The aim of the current research is to identify the temperamental personality and its relationship to self-presentation among the students of the kindergarten department, as well as to identify the self-presentation and the relationship between the temperamental personality and the self-presentation of the students of the kindergarten department.

As to achieve the goals of the current research, the researcher built a temperamental personality test based on Cattell's theory and previous studies, as the test items in its final form reached (34) items, as for the Self Presentation Scale, the researcher adopted the (Al-Asimi, 2011) scale as the items of the scale in its final form reached (30) paragraphs, and the psychometric properties of the two scales were verified.

The two tools were applied to a sample of (400) students, who were selected by a random stratified method from students of the kindergarten department at my university (Baghdad and Al-Mustansiriyah) for the year (2020-2021) and in light of the objectives of the current research, the following results were reached:

- 1-The research sample is characterized by temperamental personality.
- 2-The research sample has an average presentation.
- 3-There is no relationship between mood or temperamental personality and self-presentation.

Keywords: *temperamental personality, self-introduction and kindergarten students.*

Chapter one

Definition of research

The Problem of the Research:

The study of the temperamental personality variable falls under the term mood to understand the dynamics of the psychological, mental and emotional activity of the individual. Individuals are unequal in the strength and speed of technical processes, and this difference in the course of psychological processes is called the term mood. (Abuabiya, 1978: 177).

The group of university students should be distinguished by the self because the subjectivity plays an important role in the acquisition and retention of knowledge as it is the engine and guide without which the learning process cannot take place. Female students who have a low sense of self-efficacy and avoid presenting themselves to others because they avoid social actions that require taking responsibility, and not They can practice strategies that focus on higher mental processes, which affects the academic level of the student because it takes longer to understand and recall her lessons. (Njeim, 2006: 3)

Based on that, the current research problem was determined in answering the following question:

Is there a relationship between temperamental personality and self-presentation of female students in the kindergarten department?

The Importance of the Research

Brilliant psychologists have indicated the existence of temperamental personality such as (Port, Catel, Lisinck, Clifford) and it has attracted attention from sleep psychologists such as (Geisel) (Al-Obaidi, 19: 2006) and the term central mood was mentioned in Port theory (Allport, 1968) and means (the central tendency that imprints the personality of the individual). (Rizk, 2016: 381).

Psychologists in the past focused on cognitive aspects of personality, including intelligence, more than attention to emotional aspects and mood. However, the modern view of psychologists focuses on mood as an emotional basis for personality that makes the individual distinct in himself through his difference from others in his response styles, emotional needs, motives and inclinations, and studies have confirmed that Conducted in the last two decades in the field of personality study to pay attention to the characteristics that characterize the temperamental personality through which it is possible to distinguish between the emotion emanating from ordinary people and the emotion emanating from moody persons where the mood features express the emotional dimension in the personality that distinguishes the individual from others and has an effective effect on Determining success levels as we cannot understand happiness, unhappiness, health, disease, lack of psychological treatment, some mental processes, the impact

of stressful events, behavior, motives, tendencies, and trends in an accurate scientific understanding far from knowing the temperamental personality traits (Abdo, 201: 1987-202).

By the temperamental personality variable we mean the group of emotional characteristics that affect the level of a person's emotions, whether in terms of the consistency of the weakest emotion, or through the degree of the influence simple or deep, and we note that some people are vulnerable and others are slow to be affected (Al-Meligy, 209: 2001), so the mood is represented by the quality of the emotional response that appears early, on which it enjoys a degree of stability and has biological foundations, and is based on biological processes, that is, individual differences in a general case (Pravin, 165: 2010).

The current research is concerned with studying the temperamental personality of the female students of the kindergarten department despite the presence of other personalities because temperamental personalities are characterized by a relative lack of stability in terms of emotions and their rapid exposure to seizures that change them from a state of joy and optimism to a state of sadness and pessimism and vice versa and mood when he is happy and when sad affects In others. (Okasha, 374: 1969-375).

Hamcheck (1987) indicated that the strength of the individual's personality plays a big role in his ability to present himself to others, for people who believe that they are important, trust the validity of their ideas, and must be respected and appreciated by others; present themselves with high confidence, unlike individuals who think they are social outcasts. They are disrespectful and unimportant, because they cannot introduce themselves to others (Abdel-Hafez, 2007: 55).

Research Aims

The current research aims to identify:-

1. The temperamental personality of female students in the kindergarten department.
2. Presenting oneself to students of the kindergarten department.
3. The correlation between temperamental personality and self-presentation of female students in the kindergarten department.

Search limits

The current research is determined by the female students of the Kindergarten Department at the College of Education for Girls / University of Baghdad and the College of Basic Education / Al-Mustansiriya University for the academic year (2020-2021).

Terms limitation

First: The temperament personality known to everyone, as in:

Cattle (1956):

A mood characteristic of the individual as it is characterized by a change of feeling and emotion from excitement to sadness and from activity to lethargy and from effects to stagnation on the one hand, and its owner is also characterized by irritation, instability, violence, speed of influence and mood together on the other hand. (Desouky, 1988: 342).

Theoretical definition:

The researcher adopted the theoretical definition of Kattel (1956) for having adopted Cattell's theory of temperamental personality variable.

Procedural definition

The total score that the student obtains when she answers the temperamental personality test.

Second: Self-presentation defined by:

1. Jones (1964):

(It is the desire of the individual to present the ideal model of his personality resulting from the influence of the impressions of others) (Jones, 1964: 202).

2. Al-Asimi (2011):

(They are the methods that the individual uses to express him. As for oral expressions and performances, the individual tries to make impressions about him in others) (Al-Asimi, 10: 2011)

The researcher adopted the definition of al-Asimi in theoretical terms, as she adopted the al-Asimi scale.

Procedural definition

The total score obtained by a student of the kindergarten department when answering the paragraphs of the Self Presentation Scale adopted by the researcher.

Third: Kindergarten Department Female Students: (Student Handbook, 2009)

They are the students in the kindergarten department, which has its own admission in the student guide and receives the female graduates of the scientific and literary branches, to be prepared as conscious teachers familiar with all the features of childhood in kindergarten (Kindergarten Department Student's Handbook, 2009: 76).

Chapter Two

A Theoretical Framework and Previous Studies

First: a theoretical framework

1. Mood personality

Mood personality is a phenomenon used to describe the speed and intensity of the flow of feelings and emotions in a person, which affects their psychological state and feeling. People often describe mood swings as a vortex of conflicting feelings that range from superlative happiness and contentment to anger, distress and even depression.

Individuals around the world differ from each other in their patterns, ideas, and beliefs, as each personality has many characteristics that distinguish it from Other personalities, and each type of personality, many ways of dealing differ from each other, and there are thirteen types of personalities or more, and each type has characteristics n that can be distinguished from each other, there is the schizophrenic personality, the suspicious personality, and the hysterical personality, And the narcissistic personality, as for the temperamental personality of the characters that it is difficult to deal with at times.

One of the most important features of this personality is the extreme extremism in concepts according to extreme idealism, and among the characteristics of the temperamental personality is lack of patience, lack of acceptance of criticism, impulsivity and criticism, and Anger, sensitivity and overthinking, as it is not just a normal personality, and a moody person may suffer from health symptoms that are the reason behind his mood in addition to repeated exposure to mood swings and not to get out of them quickly and there is no Many factors behind personality mood swings, including stress and anxiety, lack of sleep, and depression (Rizk, 2015: 382).

Temperamental individual differences are affected by two main factors:

Genetics factor: Mood occurs as a result of several body factors (such as the pituitary gland, the sexual gland, the thyroid gland, the endocrine gland) where the secretions of these glands are poured into the blood in proportions that affect the mood and physical emotional state of the individual, which leads to the association of mood with the circulatory system, metabolism, nervous system.

What happens inside the body, there are chemical reactions that affect the strength and weakness of nerves, and this condition is related to the genetic factors of the individual. Quiet, which is reflected in the behavior of their actions and the dynamic aspect of human behavior is

determined by the activity of the endocrine glands and the characteristics of the nervous system to the emergence of individual mood differences between individuals.

Some individuals are born with great emotional energy, while others are supplied with weak emotional energy, and between great and weak emotion, other people are born, and this shows the individual differences between individuals in terms of mood.

Environmental factors:

The environment helps to define patterns of mood manifestations (love, hate, and fear) and mood differences begin simple in the early years of childhood and become clearer with the diversity of relationships between individuals and the integration of personal maturity and the complexity of social life, the environment determines the patterns of mood behavior of the individual.

It has a great effect in self-refinement and moderation, and the influence of civilization and culture in the control of the individual on his temperament and his ability to control his nerves when aroused, so altruism, patience and cooperation have a great effect in overcoming and controlling the extremist moods of politicians and socialists. The environment has a clear effect in directing the moody and sensitive souls to creativity in the fields of literature and art (Schultz, 1988-191: 186).

Theories That Explain Temperamental Personality

Traits Perspective:

Cattell believes that personality is a psychological construction and that the trait is the units of which this structure is made or built by it. Cattell asserted that if you want to measure personality style, groupings must be known through a comprehensive global analysis of personality traits.

One of the most important analyzes is the Hansmaek analysis, which sees that personality consists of Four axes and each axis accommodates many of the smaller characteristics (Hanoura, 1998: 4). Therefore, if we want to get to know a certain personality, we must apply a set of tests that measure the dimensions of the personality (Issawi, 2002: 122).

Cattell classifies the personality traits according to certain rules (Individualism) that distinguishes the individual from others (such as taking risks, taking risks), and (collective) (such as cooperation and teamwork), and classifies the traits on the basis of distinction. Some features distinguish a person from other people such as genius, hostility, tyranny, dictatorship, and there are features that are distinguished by the degree of stability and continuity based on.

According to the nature of its composition in terms of hereditary origin, there is a classification based on the basis of motivation such as curiosity, miserliness, and love of ownership. (Cattell)

classified the traits according to the degree of their depth and surfaceness, there are non-basic or superficial features such as curiosity, anxiety, adulation ... etc.,

The other is deep basic and has a basis. Biological hereditary, such as Als Formative features like aggression, gender, traits learned through the process of socialization that are reinforced by parents such as cooperation, respect and status of Catel (16) has a bipolar trait that ranges from the most negative pole to the most positive side, as in:

(Social: fun - isolation), mental (intelligence - mental retardation), sentimental (emotional stability - instability), domination (control - submission), moody (extraversion - introversion) and moral (strength of conscience - lack of weak moral standards), challenge, Realism (reality - imagination), self-confidence (reassurance - suspicion), romance (emotional - mental), behavior (insight - naivety), conscience (guilt - self-confidence), intellectual (liberation - conservatism), and motivation (motivational orientation - lack of orientation) Motivation) (Cattle, 1966: 83).

1. Self-Presentation

The concept of self-introduction

The term self-introduction appeared at the beginning of the sixties of the twentieth century, as Kaufman asserted that when the individual confronts him, he begins to present himself to them to convey to them a certain impression of himself, because others are trying to access personal information about him related to his life (social, political, economic, scientific).

The introduction of the self is a recurring phenomenon due to the fact that one enjoys the frequent disclosure of himself in front of others, and it is considered one of the most important facts of social interaction, and its simplest form is what is related to the external appearance such as putting cosmetics on the face and the colors of clothes and hair colors (Goffman (1959: 59).

Self-Presentation Styles

Leary and others (1999) developed two methods of self-presentation, namely:

Confirmation style: includes a set of sub-styles represented in:

(Coordination, grace, reinforcement, truth, example, favor with others, supplication and supplication, intimidation)

Defensive style: The individual adopts this method in order to defend or restore a personal identity that has been destroyed, and it includes a group of methods, which are (excuses, apology, justification, disavowal, and self-deficiency). (Al-Asimi, 34: 2014).

The Theories That Explained the Introduction of the Self:

Jones' theory (1982)

The theory asserted that the individual does not present himself to others with the intention of their approval and satisfaction, but rather sets for himself a set of personal goals instead of others' expectations and satisfaction, and the presentation of others may be positive because others felt this presentation is real represented in presenting an ideal self-free from social desirability and it is not possible to present because of Fear, courtesy and hypocrisy.

Jones believes that the effects of mobile viewers are nothing but outcomes of self-presentation that are affected by the interrelationships with viewers that affect and change the presentation of oneself towards a different audience. In presenting himself as fear or feeling inferior, he seeks to correct the defect with a second audience completely different from the first. Jones believes that the true self is a mixture of self-presentation, choices, performances, and actions, and accordingly the process of (creating self-presentation) is tasked only with the image of the individual in the public, the individual's desire to create an image of him-self in the imagination and minds of others.

Second: Previous Studies

1. Studies that dealt with temperamental personality

-Al Kaabi (2010)

(A sense of private self and its relationship to the temperamental personality of university students)

The study was conducted to identify the special sense of self and its relationship to the temperamental personality of the university students, and the researcher built the temperamental personality scale, and the study was conducted on a sample of university students, the sample reached (400) students who were chosen in a simple random way, the study resulted in the presence of statistically significant differences in the variable The temperamental personality between males and females and in favor of males. (Al-Amiri, 2012: 14).

-Al-Amri (2012)

(The temperamental personality of the university students)

This study was conducted to identify the measurement of the temperamental personality of university students, and to find the significance of the differences in the temperamental personality according to the variables of specialization and gender. A representative sample of (80) male and female students was chosen equally in the College of Education in the two departments (Arabic Language and Mathematics), and the researcher adopted a scale (Al-Kaabi 2010) as a tool for the current research.

It came out with a set of results, firstly that university students have a temperamental personality, secondly the presence of statistically significant differences between students with scientific and

human specialization according to the mood personality variable and by comparing arithmetic circles it becomes clear that the level of temperament personality of students The scientific specialization is lower than that of the human specialization. Finally, males have a higher level of temperamental personality than females. The researcher came up with a set of recommendations and proposals. (Al-Amiri, 2012: 19).

2. Studies on self-introduction:

- Carter (2006)

(Strategies for self-introduction in case of failure or success in university life in America)

The study aimed to identify how individuals present themselves in the event of success or failure in university life. The study sample consisted of (583) male and female students from the Department of Psychology at Columbia University by (234) male and (349) female students. The measure of self-introduction strategies prepared by the researchers was used, and the results of the study showed clear differences between males and females in presenting themselves in cases of success.

Failure, as successful males and females showed a positive image in presenting themselves to others, in contrast to males and females who failed to present themselves when they present themselves to others in a negative way (Carter, 2006: 3).

-Al-Asimi and the Hyena (2011)

(Strategies for self-introduction and its relationship with social anxiety among university students)

A comparative study on Syrian-Egyptian samples in Syria and Egypt. The study aimed to identify the relationship between self-introduction strategies and social anxiety among university students, and to reveal the differences among the sample members in introducing oneself according to nationality, gender and environment, and to identify the method of self-presentation most commonly used by the sample members.

Identify the influence of gender and environment variables and their interaction on self-presentation methods. The study sample consisted of (300) male and female students from the universities of Sohag in Egypt and the University of Damascus in the Syrian Arab Republic. Social anxiety among the Syrian and Egyptian samples, the existence of a negative correlation and a statistically significant function between the strategy of favor, self-promotion and idealism, and social anxiety among the individuals of the two samples, that people with low social anxiety more use affirmative strategies. While those with high social anxiety use defensive strategies). (Al-Asimi and Al-Dabaa, 12: 3011).

-Alwan (2019)

(Self-introduction and its relationship to empathy and reciprocal thinking among university students)

The study took place in Iraq on a sample of university students, and the researcher adopted the Al-Asimi scale (2010) to measure self-presentation methods and applied it to the research sample of (500) students from the second and fourth grades, who were chosen by the random stratification method. Then the grades of the sample members were calculated. About (6.98%) of the research community whose number is (7187), and after conducting the statistical treatment, the following results were shown (Individuals of the research sample present themselves to others in different ways, with high levels and statistically accurate at the level of (0.05).

Individuals of the sample present themselves with them to others, from the most to the least used (preference), which is representation, favor, assault, self-promotion and supplication, respectively, the preference of female students to use the favorable method more than students with a statistically significant level at the level of (0.05) as well as fourth grades students prefer the scientific use of this method is more than that of second-graders and students of the humanities major than students of scientific specializations with a significant degree at the level of (0.05), while there are no significant differences between students of the second grades and students of scientific specializations and the humanities specialties in using the other four methods of self-presentation (Alwan, 9: 2019).

Chapter Three

Research Methodology and Procedures

This research includes an overview of the research methodology that the researcher followed and its procedures to achieve her research objectives, which included defining the research community, the research sample, and defining its characteristics, as well as preparing research tools and using appropriate statistical means to analyze its data.

First: The Research Method

The researcher followed the steps of the relational descriptive approach, because it is the most appropriate approach to the nature of the research and its objectives, as it works on describing phenomena, events or objects, collecting facts, information and observations about them, describing their phenomena and determining their status as they are in reality. (Al-Mahmoudi, 46: 2019)

Second: The Research Population

What is meant by the research community is the total set of elements that the researcher seeks and wishes to generalize his results on (Al-Shayeb, 2009: 54).

The current research community consists of total of (680) female students in the Kindergarten Department for all academic levels in my university (Baghdad / College of Education for Girls, Al-Mustansiriya / College of Basic Education).

Third: the research sample

It is a part of the research vocabulary that is selected from the community under study so that this part represents the research community, and the research vocabulary is defined as all the vocabulary of the phenomenon that the researcher studies or all the people or things who are the subject of the research problem (Ghobari and Abu Shaira, 95: 2010) and Table (1) illustrates that:

Table (1)

The final application sample is distributed according to the academic stage

Fourth Classes	Third Classes	Second Classes	First Classes	Department	College	University
36	60	43	71	210	Education for Girls	Baghdad
45	46	50	49	190	Basic Education	Almustansiriyah
81	106	93	120	400	Total	

Fourth: The Research Tools

In order to achieve the goals of the current research, the researcher built a temperamental personality test because there was no moody personality test that fits with the current research sample to the best of the researcher's knowledge and adopted the self-presentation scale, in line with the nature of society according to theoretical frameworks and previous studies

Tool (1) - Mood Personality:

The researcher built a test in personality temperament by following the necessary scientific steps when building the test in line with the age stage of university students by setting specific situations and alternatives for each situation.

Build a mood personality test:

In order to achieve the goal of the research, the researcher reviewed the theoretical frameworks and previous studies, and the researcher formulated the test items and reached (40) paragraphs appendix (5) indicating this, and the preparation of the paragraphs was taken into account clarity

and accuracy, then the researcher returned the instructions for applying the test to unify the instructions for all members of the sample, and conducted an exploratory experiment to confirm From the clarity of the paragraphs, and after that, I submitted the test to a group of arbitrators in the field of education, psychology, measurement and evaluation and (Appendix 2).

The second tool - the Self Presentation:

In order to achieve the goal of the research, the researcher adopted the (Al-Asimi) scale in introducing the self that he defined “with the methods or methods that the individual uses to express himself and are either verbal expressions or behavior by which the individual tries to make impressions about him among others (Al-Asimi, 10: 2011), the researcher has adopted this scale for several means, and the most important reasons are the similarity of the sample in terms of age, the success of the scale, and the compatibility of the scale with the theoretical framework through the researcher's acquaintance with the theoretical frameworks and previous literature, and this was verified by presenting the scale with its concept to experts in the field of education and psychology.

Validity:

The validity of the scale is one of the most important characteristics of psychological and educational tests and standards, and it is related to the goals for which the standards are built and the decisions taken based on its scores (Allam, 2002: 186).

To calculate the validity of the temperamental personality test, the researcher did the following:

Face Validity:

The two researchers presented the test items with the concept of temperamental personality to a group of experts specialized in the field of psychology, education, measurement and evaluation to verify the validity of the paragraphs in measuring the temperamental personality. Their number reached (20) experts, Appendix No. (1) shows this to ensure the validity of the paragraphs by examining the paragraphs Logically and assess its validity in measuring what was prepared for measurement, because such examination is achieved by linking the paragraph as it appears visually and the measured feature (Chiselle, et, Al, 1981: 276).

The researcher presented the scale to the arbitrators to ensure:

1. The extent of relevance of the paragraphs on the temperamental personality scale.
2. Set test instructions.
3. Deleting inappropriate paragraphs.
4. Amendment of paragraphs that need to be modified.

The two researchers also scored the step for the Self Presentation Scale.

After collecting and consolidating the observations of the specialized experts, the observations and suggestions agreed upon by all the arbitrators were taken for each paragraph, and the paragraphs that had obtained the approval of the experts were kept at a rate of 80% or more, and the researcher followed the same steps with the dynamism scale and tables (2), (3) show that,

Table (2)

The opinions of the judges about the validity of the temperamental personality test items

Significance at a level 0.05	Chi-square value		percentage	Number of experts and arbitrators			paragraphs	Seq.
	tabulated	calculated		disagree	agree	total		
Sig.	3.84	20	%100	0	20	20	1,3,5,8,10,11,13,18,21,26,30,36,40	1
Sig.	3.84	16.2	%95	1	19		16,24,28,20,25,2,4,7,12,15,19,22,31,35,37,	2
Sig.	3.84	12.8	%90	2	18		38,6,33,14,17,39,23,27,29,32,9,34	3

Table (3)

The opinions of experts about the paragraphs of the Self-Presentation Scale

Significance at a level 0.05	Chi-square value		percentage	Number of experts and arbitrators			paragraphs	Seq.
	tabulated	calculated		disagree	agree	total		
Sig.	3.84	20	%100	0	20	20	2,5,7,10,12,9,1,14,8,16,11,15,	1
Sig.	3.84	16.2	%95	1	19		3,6,13,17,19,21,25,29	2
Sig.	3.84	12.8	%90	2	18		4,18,20,22,24,226,23,28,30,27	3

Fifth: statistical analysis of the paragraphs:

For the purpose of verifying the validity of the construction of the temperamental personality test, the researcher applied the test on the statistical analysis sample of (400) students from the kindergarten department at my university (Baghdad, Al-Mustansiriya) using a random stratified method. The researcher adopted the veracity of the paragraph (the linkage of the paragraph to the total degree) as an indicator of the validity of the construction.

The researcher used a correlation coefficient (Pearson) that compares the calculated Pearson values with the Pearson tabular values of (0.098) at the level of significance (0.05) and the degree of freedom (398), and all the paragraphs were significant.

The researcher also applied the Self Presentation Scale to a sample of (400) female students from the Kindergarten Department at my university (Baghdad and Al-Mustansiriya).

The grades of the students were also corrected on the Self Presentation Scale according to the scale instructions, as the researcher developed three alternatives (Always, Sometimes, Begin) A

score of (3) is given for always answering, a degree (2) for an answer at times, and a degree (1) for an answer to rarely with regard to affirmative paragraphs, and the fluctuation of the degree in regard to negative paragraphs.

The researcher adopted the method of the two extremes and the method of the relationship of the paragraph score to the total score of the scale in order to identify the extent of homogeneity of the paragraphs, and the relationship of the paragraph to the degree of the field to which it belongs, as the method of the two extremes and its relationship to the total score of the scale is one of the most used methods in psychological measures in order to preserve the good paragraphs and exclude the paragraphs Weak.

Sixth - The Discriminatory Power of Clauses:

The discriminatory power of the paragraphs is considered one of the important standard characteristics of the paragraphs of the reference tests the criterion, because it reveals the ability of the paragraphs to measure individual differences in the characteristic on which this type of measurement is based, and one of the good characteristics of the paragraph is its ability to distinguish between the lower and upper class.

The researcher adopted in distinguishing the temperamental paragraphs of personality by using the two extreme samples, and took the Abel criterion as a guide to determine the criteria for discrimination (Ebal, 1972: 392) as the researcher adopted the paragraphs whose distinction ranges from (27%) or more, and it was found that there are (39,38,34,33, 32,9) is not distinct because it is less than the tabular value of (1.96) at the level of significance (0.05) and the degree of freedom (214) as shown in Tables (4) and (5).

Table (4)

Distinguishing power of the temperamental personality scale using the two extremes of samples

Significance	The computed T	standard deviation	arithmetic mean	The group	Paragraph No.
Sig.	2.73	0.7	2.4	higher	1
		0.75	2.13	lower	
Sig.	2.29	0.86	2.15	higher	2
		0.8	1.89	lower	
Sig.	2.56	0.61	2.66	higher	3
		0.71	2.43	lower	
Sig.	4.38	0.66	2.44	higher	4
		0.68	2.05	lower	
Sig.	4.94	0.6	2.3	higher	5
		0.56	1.91	lower	

Significance	The computed T	standard deviation	arithmetic mean	The group	Paragraph No.
Sig.	5.99	0.68	2.64	higher	6
		0.86	2.01	lower	
Sig.	3.18	0.89	1.67	higher	7
		0.58	1.34	lower	
Sig.	6.16	0.62	2.51	higher	8
		0.6	2	lower	
Non-Sig.	1.64	0.57	2.74	higher	9
		0.67	2.6	lower	
Sig.	3.61	0.59	2.61	higher	10
		0.65	2.31	lower	
Sig.	3.89	0.56	2.62	higher	11
		0.76	2.27	lower	
Sig.	3.27	0.66	2	higher	12
		0.59	1.72	lower	
Sig.	6.56	0.67	2.4	higher	13
		0.76	1.76	lower	
Sig.	2.94	0.67	2.18	higher	14
		0.68	1.91	lower	
Sig.	3.89	0.61	2.42	higher	15
		0.71	2.06	lower	
Sig.	3.16	0.7	2.41	higher	16
		0.72	2.1	lower	
Sig.	4.86	0.65	2.5	higher	17
		0.75	2.04	lower	
Sig.	3.13	0.73	2.55	higher	18
		0.87	2.2	lower	
Sig.	6.42	0.56	2.73	higher	19

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Department

Significance	The computed T	standard deviation	arithmetic mean	The group	Paragraph No.
		0.87	2.09	lower	
Sig.	3.42	0.58	2.66	higher	20
		0.65	2.37	lower	
Sig.	2.64	0.7	2.48	higher	21
		0.74	2.22	higher	
Sig.	4.36	0.61	2.58	lower	22
		0.73	2.19	higher	
Sig.	3.95	0.86	2.01	lower	23
		0.64	1.6	higher	
Sig.	4.73	0.66	2.53	lower	24
		0.69	2.09	higher	
Sig.	6.90	0.69	2.47	lower	25
		0.73	1.81	higher	
Sig.	3.79	0.64	2.67	lower	26
		0.79	2.3	higher	
Sig.	6.85	0.56	2.61	lower	27
		0.77	1.98	higher	
Sig.	3.18	0.59	2.23	lower	28
		0.69	1.95	higher	
Sig.	4.16	0.6	2.3	lower	29
		0.58	1.96	higher	

Significance	The computed T	standard deviation	arithmetic mean	The group	Paragraph No.
Sig.	2.10	0.88	1.87	lower	30
		0.74	1.64	higher	
Sig.	3.13	0.87	1.74	lower	31
		0.68	1.41	higher	
Sig.	1.10	0.84	1.63	lower	32
		0.77	1.51	higher	
Sig.	1.71	0.81	1.82	lower	33
		0.7	1.65	higher	
Sig.	1.71	0.78	1.94	lower	34
		0.73	1.77	higher	
Sig.	4.89	0.56	2.67	lower	35
		0.81	2.2	higher	
Sig.	3.81	0.83	2.42	lower	36
		0.92	1.96	higher	
Non-Sig.	2.80	0.79	2.5	lower	37
		0.91	2.18	higher	
Non-Sig.	1.16	0.85	2.33	lower	38
		0.91	2.19	higher	
Non-Sig.	1.35	0.54	2.74	lower	39
		0.66	2.63	higher	
Sig.	4.90	0.69	2.35	lower	40

Significance	The computed T	standard deviation	arithmetic mean	The group	Paragraph No.
		0.83	1.84	higher	

In order to find the discriminatory strength of the items of the Self Presentation Scale, the researcher applied the scale on a sample of (400) students from the kindergarten department at my university (Baghdad and Al-Mustansiriya), because the greater the number of discrimination sample, the more powerful the research.

Then the researcher arranged the number of students 'grades in descending order from the highest degree to the lowest, and the highest (27%) of the grades were chosen to be the highest group and less (27%) of the total scores to be the lowest group (Al-Zobaie and others, 1981: 74). Then the researcher used the test The t for two extreme samples, as the number of the sample members reached (216) students to compare between the tabular amount (1.96) at the level of significance (0.05) and the degree of freedom (214) and it became clear that paragraph (17) is not distinct because it is less than the tabular T value It is shown in Table (5).

Table (5)
Distinguish paragraphs for the Self Presentation Scale

significance	T, computed	standard deviation	arithmetic mean	group	Paragraph No.
Sig.	8.39	0.49	2.76	higher	1
		0.75	2.04	lower	
Sig.	5.20	0.58	2.58	higher	2
		0.72	2.12	lower	
Sig.	7.27	0.45	2.72	higher	3
		0.73	2.12	lower	
Sig.	7.81	0.37	2.89	higher	4
		0.79	2.23	lower	
Sig.	6.05	0.61	2.62	higher	5
		0.8	2.04	lower	

significance	T, computed	standard deviation	arithmetic mean	group	Paragraph No.
Sig.	3.41	0.7	2.33	higher	6
		0.78	1.99	lower	
Sig.	9.02	0.38	2.82	higher	7
		0.76	2.08	lower	
Sig.	5.56	0.54	2.63	higher	8
		0.74	2.14	lower	
Sig.	8.82	0.34	2.89	higher	9
		0.81	2.14	lower	
Sig.	5.67	0.48	2.69	higher	10
		0.8	2.19	lower	
Sig.	3.59	0.57	2.5	higher	11
		0.81	2.16	lower	
Sig.	5.61	0.52	2.64	higher	12
		0.79	2.13	lower	
Sig.	4.39	0.61	2.66	higher	13
		0.77	2.24	lower	
Sig.	4.61	0.56	2.61	higher	14
		0.75	2.19	lower	
Sig.	2.31	0.63	2.25	higher	15
		0.83	2.02	lower	
Sig.	4.37	0.65	2.39	higher	16
		0.8	1.95	lower	

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significance	T, computed	standard deviation	arithmetic mean	group	Paragraph No.
Non-Sig.	0.33	0.81	1.99	higher	17
		0.81	1.95	lower	
Sig.	4	0.65	2.45	higher	18
		0.81	2.06	lower	
Sig.	8.83	0.32	2.91	higher	19
		0.82	2.16	lower	
Sig.	8.73	0.32	2.91	higher	20
		0.76	2.21	lower	
Sig.	13.33	0.19	2.96	higher	21
		0.81	1.9	lower	
Sig.	12.23	0.43	2.82	higher	22
		0.73	1.82	lower	
Sig.	8.75	0.39	2.87	higher	23
		0.84	2.09	lower	
Sig.	7.81	0.6	2.71	higher	24
		0.85	1.94	lower	
Sig.	7.30	0.51	2.72	higher	25
		0.85	2.03	lower	
Sig.	8.83	0.64	2.61	higher	26
		0.79	1.75	lower	
Sig.	10.83	0.32	2.91	higher	27
		0.81	2	lower	

significance	T, computed	standard deviation	arithmetic mean	group	Paragraph No.
Sig.	8.20	0.57	2.51	higher	28
		0.74	1.77	lower	
Sig.	13.51	0.14	2.98	higher	29
		0.82	1.91	lower	
Sig.	5.60	0.62	2.45	higher	30
		0.8	1.91	lower	

Paragraph (17) is not distinguished because it is less than the tabular T value of (1.96) at the level of (0.05) and the degree of freedom (214).

Construct Validity:

The validity of the construction is one of the most important characteristics for scientific purposes in psychological research, and it is the extent to which it can be determined that a test measures a specific characteristic (Anastasi, 1976: 151).

Table (6)

Statistical analysis of the temperamental personality scale paragraphs using (Paragraph Relation Method to Total Score)

Sig .	Corr- elation coef- ficient	Para- graph	Sig .	Corr- elatio n coef- ficien t	Para- graph	Sig .	Corr- elatio n coef- ficien t	Para- graph.	Sig .	Corr- elation coef- ficient	Paragra ph
Sig .	0.16	31	Sig .	0.22	21	Sig .	0.29	11	Sig .	0.18	1
---	fell into distinctio n	32	Sig .	0.29	22	Sig .	0.22	12	Sig .	0.15	2
---	fell into distinctio n	33	Sig .	0.25	23	Sig .	0.30	13	Sig .	0.14	3
---	fell into distinctio	34	Sig	0.30	24	Sig	0.22	14	Sig	0.23	4

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	n		.			.			.		
Sig .	0.31	35	Sig .	0.32	25	Sig .	0.24	15	Sig .	0.32	5
Sig .	0.28	36	Sig .	0.22	26	Sig .	0.19	16	Sig .	0.28	6
Sig .	0.24	37	Sig .	0.37	27	Sig .	0.23	17	Sig .	0.19	7
---	fell into distinctio n	38	Sig .	0.23	28	Sig .	0.21	18	Sig .	0.29	8
---	fell into distinctio n	39	Sig .	0.25	29	Sig .	0.33	19	Sig .	0.23	9
Sig .	0.17	40	Sig .	0.13	30	Sig .	0.29	20	---	fell into distinctio n	10

Table (7)

Statistical analysis of the items of the Self Presentation Scale by using the paragraph score relationship method with the total score

Sig .	Correlatio n coefficient	Paragrap h	Sig .	Correlatio n coefficient	Paragrap h	Sig .	Correlatio n coefficient	Paragrap h
Sig .	0.57	21	Sig .	0.23	11	Sig .	0.42	1
Sig .	0.58	22	Sig .	0.35	12	Sig .	0.27	2
Sig .	0.48	23	Sig .	0.28	13	Sig .	0.33	3
Sig .	0.44	24	Sig .	0.28	14	Sig .	0.46	4
Sig	0.42	25	Sig	0.14	15	Sig	0.32	5

.			.			.		
Sig	0.44	26	Sig	0.23	16	Sig	0.17	6
.			.			.		
Sig	0.54	27	---	fell into distinction	17	Sig	0.45	7
.			.			.		
Sig	0.4	28	Sig	0.23	18	Sig	0.27	8
.			.			.		
Sig	0.68	29	Sig	0.46	19	Sig	0.48	9
.			.			.		
Sig	0.36	30	Sig	0.43	20	Sig	0.3	10
.			.			.		

The correlation between the three areas of self-presentation: -

The researcher used the exploratory factor analysis of the Self Presentation Scale and found that the correlation coefficient shown in Table (19) are true correlation coefficients indicating the independence of each field from the other fields and this indicates that the scale has the sincerity of construction as shown in Table (8)

Table (8)

Statistical for the items of the Self Presentation Scale by using the domain-domain-domain-domain-total-degree-relationship method

self-promotion	Intimidation & begging	self-promotion	goodwill	field field
0.74	0.28	0.38	1	goodwill
0.59	0.29	1	-	self-promotion
0.76	1	-	-	Intimidation & begging

Seventh: the psychometric properties of the test:

The researcher extracted the descriptive characteristics of the temperamental personality test for students of the kindergarten department, and the validity and reliability of the scale is considered one of the important characteristics that should be provided in psychological measures, whatever the purpose of their use. 1980)

To estimate the stability, the researcher calculated the stability by:

Conbach:

Fakronbach refers to the strength of the connections between the paragraphs in the test as this method depends on the consistency of the individual's performance from one paragraph to another. The Fakronbach coefficient provides us with a good estimate of stability in most situations (Naunnelly, 1978: 320).

To extract the stability of the temperamental personality test, the Fakronbach equation was applied after excluding the paragraphs that had fallen into distinction, and found that the reliability coefficient was equal to (0.70) and good leaps, according to what was confirmed by previous studies (Al-Imam, and others, 1990: 23)

To find out the extent of consistency between the paragraphs of the Self-Presentation Scale, the researcher used the Fakronbach equation on the above-mentioned stability sample, in terms of the value of the stability coefficient after excluding the paragraph (17) that falls in discrimination (78%). Tables (9) and (10) and Figures (1) and (2) show this

Table (9)

Descriptive statistical characteristics of the temperamental personality

value	indicator	Seq.	value	indicator	Seq.
-0.047	torsion	5	74.69	Average	1
0.73	Splitting	6	75	Median	2
54	lowest score	7	73	Mode	3
94	highest score	8	5.84	Standard deviation	4

Table (10)

Descriptive statistical characteristics of the Self Presentation Scale

value	indicator	Seq.	value	indicator	Seq.
-0.678	torsion	5	69.63	Average	1
-0.09	Splitting	6	71	Median	2
43	lowest score	7	76	Mode	3
83	highest score	8	7.65	Standard deviation	4

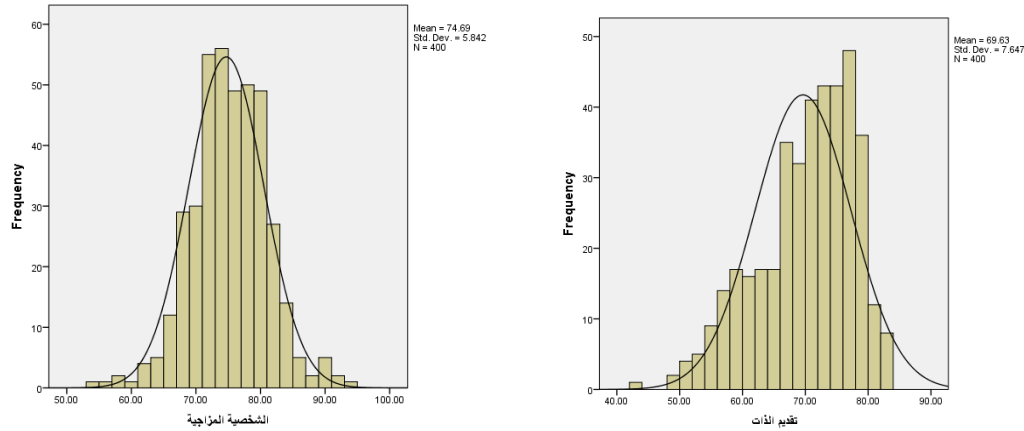


Fig. (1), (2) Frequency polygon for descriptive characteristics of the mood personality test and self-presentation

Eighth: statistical means:

In order to statistically treat the data reached by the current research, the researcher used the appropriate statistical methods using the Statistical Package for Social Sciences (SPSS) as follows:

1. The final test-T for one sample:

It is to extract the discriminatory power of the three measures in the manner of the two extremes.

2. Pearson correlation coefficient:

To extract the internal consistency of the three measures represented by the following correlation coefficient dimensions:

- a. The paragraph score in the total score of the scale.
- b. Paragraph score with the degree of the field to which it belongs
- c. The degree of the field in the other field and the total degree of the scale.
- d. Stability extraction by re-testing method for research metrics.

3. Fakronbach's equivalence for internal consistency:

It is used to extract the stability of the search tools.

4. Chi-Squar

It is employed to know the significance of the difference between the consensus and non-conforming of the arbitrators in the validity of the three paragraphs of the scales (dynamic, temperamental personality, self-presentation).

5. T-test for one sample:

To find out the significance of the difference between the arithmetic mean and the hypothetical mean of the scores of the final sample individuals on the research criteria.

6. Triple variance analysis:

To know the significance of the differences for the research measures according to the stage variable (first, second, third, fourth)

7. Chef equation:

To follow up the statistically significant differences between the arithmetic meanings achieved in the triple variance analysis.

Chapter Four

The Results of The Research are Discussed and Explained

The first goal - (temperamental personality of students of the kindergarten department)

To achieve this goal, the researcher applied the temperamental personality scale on the research sample of (400) individuals, and the results showed that their average scores on the scale reached (69.09) degrees and a standard deviation of (4.20) degrees, and when this average is balanced with the hypothesis average (1) For the scale of (68) degrees, and by using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic mean, as the calculated T value was higher than the tabular (T) value of (1.96) with a degree of freedom (399) and a level of significance (0.05) Table (11) illustrates this.

Table (11)

The T-test for the difference between the sample mean and the hypothetical mean of the temperamental personality scale

level of significance	degree of freedom	tabular T-value	computed T-value	hypothetical mean	standard deviation	arithmetic mean	Sample size
0.05	399	1.96	5.17	68	4.20	69.09	400

The result of Table (11) indicates that the research sample has a temperamental personality.

The researcher attributes that the kindergarten students enjoy a personality and temperament to many reasons, the most important of which are hereditary reasons and the nature of society by its nature that fluctuates from a state of emotion to a state of sadness and vice versa in light of the special situations it is going through and the general circumstance that the whole world lived through, which is the Corona pandemic that affected Individuals in general and students of the kindergarten department (research sample) in particular have a temperamental personality.

_ Al-Amri's study (2015) (the temperamental personality of university students) confirmed that university students have a temperamental personality, and secondly, there are statistically significant differences between students with scientific and humanitarian specialization according to the temperamental personality variable, and by comparing the arithmetic circles, it is clear that the level of personality The temperament of students of the scientific major is lower than that of the humanitarian major. (Al-Amri,19:2012).

The second goal _ (self-presentation among the students of the kindergarten department)

To achieve this goal, the researcher applied the scale of self-presentation to the members of the research sample, which numbered (400) individuals, and the results showed that their average

score on the scale amounted to (58.35) degrees with a standard deviation of (6.19) degrees, and when balancing this average with the hypothetical average () For the scale of (58) degrees, and using the t-test for one sample, it was found that the difference was not statistically significant, as the calculated t-value was less than the tabular t-value of (1.96) with a degree of freedom (399) and the level of significance (0.05) and the table (12) explains it.

Table (12)

The T-test for the difference between the sample mean and the hypothetical mean of the Self Presentation Scale

level of significance	degree of freedom	tabular T-value	computed T-value	hypothetical mean	standard deviation	arithmetic mean	Sample size
0.05	399	1.96	1.12	58	6.19	58.35	400

The result of Table (12) indicates that the research sample has a medium presentation.

The researcher attributes that self-presentation is average among the students of the kindergarten department, because university students in general seek to present themselves in this age group in more than one way according to the requirements of the situation and in more than one way. Different groups, so the students of the kindergarten department present themselves with the teacher in a manner that differs from their dealings with their colleagues and also differs from the way they interact with children, as they try to satisfy all groups and show themselves attractively. (Schlenker, 1964:40-43).

The third objective - (recognizing the correlation between the temperament personality and self-presentation among the students of the Kindergarten Department)

To achieve this goal, the researcher extracted the Pearson correlation coefficient between the total scores obtained by the members of the research sample on the scale of temperament personality and self-presentation, and it was found that the relationship was not significant between mood personality and self-presentation, by comparing the value of the Pearson tabular correlation of (0,098)

At the level (0.05), and the degree of freedom (398), the value of the Pearson correlation coefficient between temperament personality and self-presentation was (0.02), which is less than the Pearson tabular correlation coefficient, and it was found that there is no statistically significant relationship between the temperamental personality and self-presentation

Third: the conclusions

In light of the research results, the researcher concluded the following:

1. The students of the Kindergarten Department enjoyed the temperamental personality, that is, the emotional fluctuation from the state of extroversion to the state of excitability and vice versa.
2. The female students present themselves, especially the fourth stage students at the university
3. There is no correlation between temperament personality and self-presentation.

Fourth: Recommendations

In light of the conclusions reached, the researcher recommends the following:

1. Holding an awareness workshop by members of the Guidance and Guidance Unit to guide students on how to properly present themselves to others.
2. Training students at all academic levels, especially the female students of the kindergarten department, in how to deal with the temperamental personality.

Fifth: Suggestions:

The researcher suggests conducting the following studies:

1. A study of temperamental personality and its relationship to social competence among female students of the Kindergarten Department.
2. Conducting a correlational study between the self-presentation variable and other variables such as brainstorming, ambition, innovative thinking, excellence, self-concept, psychological characteristics, and violence.
3. Conducting a study that reveals the personality variable temperament and self-presentation among university students and faculty, imagination, loneliness, moral debate, social anxiety and aggression.
4. Conducting a study that reveals the personality variable temperament and self-presentation among university students and kindergarten children, especially during the application period for the fourth stage in kindergartens.

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