Personality Hardness Of Kindergarten Department Students

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Abstract

This research is aiming at learning the hardness of personality among kindergarten students, and indicate the differences in the hardness of personality among kindergarten students depending on the variable of the academic stage. To achieve the research objectives, the two researchers prepared the personality hardness scale and then analyzed the paragraphs of the scale logically and statistically to calculate its discriminatory ability and its validity coefficients. They also verified the apparent validity and construction validity of the scale by surveying the research sample which numbered (410) female students from the Kindergarten Department at the College of Basic Education / Al-Mustansiriya University for the academic year (2021-2022) randomly, the two researchers used the descriptive approach. The psychometric properties were extracted like the validity and reliability of the scale, the appropriate statistical methods were used to extract the results. Thus, the personality hardness scale in its final form consists of (45) items, and the research reached the following results:

1. The kindergarten students have a strong personalities.
2. There are no statistically significant differences in the personality hardness variable among female students of the Kindergarten Department in the College of Basic Education / Al-Mustansiriya University according to the variable of the academic stage.

Keywords:Hardness of Personality, Students of The Kindergarten Department.

Chapter one

First. The Research Problem:

The research problem is summarized by answering the following questions:

1. Do the students of the kindergarten department have a strong personality?
2. Are there differences in the personality hardness variable among the female students of the Kindergarten Department in the College of Basic Education / Al-Mustansiriya University according to the academic stage variable?

Second: the research importance

-   Theoretical importance: The current research draws its importance through its association with one of the important categories on which nations depend for the advancement of their societies, which is represented by the students of the Kindergarten Department. The current study seeks to focus on an important

positive aspect of the female students' personality, which is the hardness of their personality.

- Applied importance: Shedding light on the importance of the hardness of personality among the students of the Kindergarten Department, its results will contribute to the introduction of new hypotheses and studies.

Third: The research Objectives:

The current research aims to identify:

1. The hardness of personality among the students of the Kindergarten Department.
2. The significance of the differences in the hardness of personality among the students of the kindergarten department, according to the variable of the academic stage.

Fourth: terminology identification

First: The hardness of the personality has been defined by (Kobasa, 1979): as "a high degree of pressure facing the individual without suffering from psychological and physical diseases, and has a strong personality structure represented by a high degree of control, commitment, and challenge" (Kobasa, 1979:3).

Theoretical definition: The researchers adopted (Kobasa, 1979) definition of the hardness of personality because the two researchers adopted the Kobasa theory in the current research.

Operational definition: It means the total score obtained by the student when answering the items of the Personal Hardness Scale that the two researchers used in the current research.

Second: Kindergarten students:

They are the students who have been admitted to the Faculty of Basic Education. The Faculty works to aquire them the academic and professional knowledge and skills needed to perform the profession through planned, thoughtful and sophisticated programs to prepare kindergarten teachers (uomustansiriya.edu.iq).

Chapter two

Theoretical framework
Personal hardness
The Personality Hardness Theory of Susan C. Kobasa, 1979:

Kobasa formulated her theory of personality hardness based on the results of her studies, aiming to reveal the social and psychological variables that lie behind individuals maintaining their physical and psychological health despite being subjected to pressure, and knowing the impact of personal hardness and its dimensions in mitigating the impact of stressful events on physical and psychological health (Alaa Religion, 2016: 19). Kobasa (1979) presented the concept of personal hardness and its dimensions, which are known as the dimensions of hardness (3CS), which are (control, commitment, and challenge). These three dimensions represent a total container whose components cannot be separated, they act as a psychological variable that alleviates life events that are stressful on the individual's physical and psychological health, which gives him an incentive to overcome these pressures. These dimensions are related to the individual's high ability to face life's pressures and change them from frustrations into opportunities for personal growth. The lack of these dimensions is described as psychological

burnout (Kobasa, 1979:74) (Maddi, 2002: 175).

1. **Control:** The individual's belief to control his behavior, his actions, his emotions, the environmental events surrounding him, and the stressful situations he faces, and that he can deal with them and take responsibility for what happens, he feels that he is effective and can take the appropriate decision to face life events and reduce stressful situations with all his strength, instead of giving up and feeling helpless (Aladdin, 2016:8-9).

2. Commitment: Hydon (1986) indicates that commitment is one of the most important dimensions of personal hardness related to the protective role of hardness, as a source of resistance to stressful life events. In the absence of this dimension, it is revealed that it is related to the individual's affliction with some psychological disorders, such as anxiety and depression. He also pointed out the importance of this dimension among those who practice hard professions such as law, nursing, and dentistry (Hydon, 1986:112).

3. The Challenge: The individual's ability to perceive the problem as a challenge rather than a threat, to search for solutions to the problem, and to adapt to new life events, in addition to his ability to effectively face stressful life events (Kobasa, 67:1984).

Chapter Three

Research Methodology and Procedures:

Research Methodology:

The two researchers used the descriptive approach to achieve the main objectives of this study.

Research community: The current research community is represented by the students of the Kindergarten Department for the academic year (2021-2022) in the College of Basic Education / Al-Mustansiriya University. They numbered (692) students for morning and evening studies, and they are divided into four stages, table No. (3) shows this.

Table (3)bDistribution of research community members according to educational level

Stage	Number of morning students	Number of evening students	Total (morning-evening)
First	**105**	**26**	**131**
Second	**261**	**46**	**307**
Third	**126**	**23**	**149**
Fourth	**105**	**---**	**105**
Total	**597**	**95**	**692**

The research sample: The current research sample was represented in the four academic stages of the kindergarten students for the two studies (morning and evening). The sample size was (410) students who were

chosen randomly to apply the scale. Table No. (4) Indicated the details.

Table (4) The research sample

Stage	morning and evening students
First	**94**
Second	**142**
Third	**88**
Fourth	**86**
Total	**410**

Research Tool:

Personal Hardness Scale:

The two researchers decided to prepare a scale to measure the hardness of personality among the students of the kindergarten department, and the researchers were able to formulate (48) items distributed on the three dimensions of the Kobasa theory (control, commitment, and challenge), where the number of items in the control dimension reached (16) items, the commitment dimension (16) items, and the challenge dimension (16) items. Alternatives were developed ((Very highly applicable, highly applicable, moderately applicable, slightly applicable, not applicable) and at degrees (5, 4, 3, 2, 1) respectively.

Statistical analysis of the personality hardness scale items:

1. Paragraph discrimination coefficient:

To verify the paragraph discrimination coefficient, the scale was applied to the sample of (410) female students, then the total score for each form was calculated and arranged from the highest to the lowest score, after which (27%) of the scores were taken, called the upper group, and its size was (111), (27%). Of the degrees called the lowest group and its size (111). Then the two researchers used the t-test for two independent samples as a statistical means to calculate the discriminatory power of the paragraph, and the paragraph was considered distinct if the calculated t-value was greater than the tabular t-value. Table No. (9) illustrates this.

Table (9) Paragraph discrimination coefficient of personality hardness scale

No.	upper group		lower group		Calculated T-value
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
1.	**4,117**	**1,006**	**3,288**	**1,162**	**5,677**
2.	**4,558**	**0,746**	**3,090**	**0,837**	**13,789**
3.	**4,450**	**0,759**	**3,225**	**0,997**	**10,298**
4.	**4,351**	**0,920**	**3,063**	**0,887**	**10,615**
5.	**4,009**	**1,082**	**2,991**	**1,013**	**7,231**
6.	**4,558**	**0,696**	**3,171**	**0,829**	**13,492**

7.	**4,666**	**0,704**	**3,333**	**0,917**	**12,138**
8.	**4,612**	**0,662**	**3,072**	**0,969**	**13,818**
9.	**4,648**	**0,566**	**3,405**	**0,994**	**11,446**
10.	**4,585**	**0,639**	**3,171**	**0,872**	**13,778**
11.	**4,612**	**0,558**	**3,099**	**0,883**	**15,251**
12.	**4,261**	**0,978**	**3,036**	**1,017**	**9,143**
13.	**4,135**	**1,039**	**3,027**	**1,013**	**8,041**
14.	**4,450**	**0,794**	**3,162**	**0,899**	**11,305**
15.	**4,819**	**0,470**	**3,531**	**0,807**	**14,526**
16.	**4,711**	**0,562**	**3,270**	**0,962**	**13,625**
17.	**4,279**	**0,916**	**3,090**	**0,929**	**9,598**
18.	**4,783**	**0,434**	**3,396**	**0,845**	**15,379**
19.	**4,495**	**0,711**	**3,135**	**0,995**	**11,712**
20.	**4,540**	**0,760**	**3,180**	**0,886**	**12,275**
21.	**4,846**	**0,361**	**3,387**	**0,875**	**16,230**
22.	**4,531**	**0,711**	**3,045**	**0,908**	**13,575**
23.	**4,711**	**0,679**	**3,333**	**0,984**	**12,139**
24.	**4,855**	**0,352**	**3,369**	**1,052**	**14,108**
25.	**4,900**	**0,329**	**3,441**	**0,987**	**14,766**
26.	**4,909**	**0,287**	**3,288**	**0,867**	**18,694**
27.	**4,342**	**0,889**	**2,891**	**0,867**	**12,303**
28.	**4,810**	**0,476**	**3,342**	**1,048**	**13,428**
29.	**4,810**	**0,457**	**3,306**	**0,922**	**15,395**
30.	**4,891**	**0,365**	**3,324**	**0,896**	**17,065**
31.	**4,711**	**0,528**	**3,207**	**0,895**	**15,239**
32.	**4,693**	**0,599**	**3,198**	**0,942**	**14,107**
33.	**4,702**	**0,626**	**3,144**	**0,970**	**14,210**
34.	**4,756**	**0,471**	**3,261**	**0,911**	**15,353**
35.	**4,729**	**0,586**	**3,198**	**0,942**	**14,537**
36.	**4,747**	**0,530**	**3,189**	**0,958**	**14,992**
37.	**4,621**	**0,633**	**3,171**	**0,942**	**13,457**
38.	**4,648**	**0,641**	**3,234**	**0,953**	**12,970**
39.	**4,351**	**0,987**	**3,054**	**0,951**	**9,964**
40.	**4,603**	**0,664**	**3,180**	**0,822**	**14,185**
41.	**4,693**	**0,535**	**3,432**	**0,827**	**13,484**
42.	**4,774**	**0,440**	**3,297**	**0,890**	**15,669**
43.	**4,612**	**0,740**	**3,162**	**0,929**	**12.856**
44.	**4,783**	**0,493**	**3,306**	**0,828**	**16,134**
45.	**4,702**	**0,581**	**3,117**	**0,839**	**16,362**

* The tabular t-value at a significance level of (0.05) and a degree of freedom (220) equals (1.96)

It is clear from Table No. (9) that all the calculated t-values were statistically significant when compared with the tabular t-value of (1.96), which means that all the

items of the scale have an excellent ability to distinguish.

2. The correlation of the paragraph's score with the total score of the scale:

To calculate the correlation of the paragraph's degree with the total score on the scale, the two researchers used the Pearson correlation coefficient. The results were as shown in Table No. (10).

Table (10) The values of the correlation coefficient of the paragraph score with the total score of the personality hardness scale

Correlation coefficient values	Paragraph sequence	Correlation coefficient values	Paragraph sequence	Correlation coefficient values	Paragraph sequence
1.	0,673	31	0,636	16	0,360
2.	0,650	32	0,511	17	0,632
3.	0,667	33	0,679	18	0,593
4.	0,696	34	0,585	19	0,541
5.	0,690	35	0,573	20	0,463
6.	0,630	36	0,721	21	0,652
7.	0,648	37	0,628	22	0,648
8.	0,649	38	0,637	23	0,614
9.	0,551	39	0,623	24	0,615
10.	0,647	40	0,680	25	0,656
11.	0,665	41	0,729	26	0,659
12.	0,683	42	0,562	27	0,481
13.	0,593	43	0,645	28	0,472
14.	0,697	44	0,677	29	0,594
15.	0,679	45	0,709	30	0,654

* The value of the critical correlation coefficient at the significance level (0.05) and the degree of freedom (408) equals (0.098)

It is clear from Table No (10) that all the values of the correlation coefficient were statistically significant when compared with the critical value of the correlation coefficient of (0.098).

3. The correlation of the paragraph's score with the total score of the field to which it belongs:

To calculate the correlation of the paragraph's degree with the total score of the domain to which it belongs, the researchers used the Pearson correlation coefficient. The results were as shown in Table No. (11).

Table (11) The value of the correlation coefficient of the paragraph score with the total score of the domain to which it belongs

	Control		Commitment		Challenge

Paragraph sequence	Correlation coefficient value	Paragraph sequence	Correlation coefficient value	Paragraph sequence	Correlation coefficient value
1.	0,488	16	0,695	31	0,687
2.	0,687	17	0,556	32	0,669
3.	0,662	18	0,726	33	0,711
4.	0,603	19	0,619	34	0,755
5.	0.566	20	0,613	35	0,726
6.	0,645	21	0,748	36	0,698
7.	0,686	22	0,652	37	0,712
8.	0,658	23	0,707	38	0,719
9.	0,653	24	0,720	39	0,637
10.	0,734	25	0,756	40	0,719
11.	0,720	26	0,767	41	0,740
12.	0,560	27	0,604	42	0,740
13.	0,537	28	0,741	43	0,631
14.	0,658	29	0,725	44	0,726
15.	0,608	30	0,758	45	0,716

* The value of the tabular correlation coefficient at the significance level (0.05) and the degree of freedom (408) equals (0.098).

It is clear from Table No. (11) that all the values of the correlation coefficient of the paragraph degree with the total score of the domain to which it belongs are statistically significant when compared to the value of the critical correlation coefficient of (0.098). Accordingly, it can be said that all paragraphs measure the domain to which they belong.

4. Correlation of personality hardness scale domains among themselves (correlation matrix):

To calculate the correlation of the scale domains among themselves, the two researchers used the Pearson correlation coefficient, where the results were as shown in Table (12).

Table (12) The values of the correlation coefficient of the domains of the personality hardness scale among themselves

Domain name	Control	Commitment	Challenge
Control	1	0,755	0,763
Commitment		1	0,787
Challenge			1

* The critical value of the correlation coefficient at a significance level of (0.05) and a degree of freedom (408) equals (0.098)

It is clear from Table No. (12) that all the values of the correlation coefficient of the

scale domains among themselves were statistically significant when compared to the critical value of the correlation coefficient of (0.098), which means that the scale domains are consistent with each other in measuring the same variable.

Psychometric properties of the scale:

Validity

1. Apparent validity: it was verified by submitting the personality hardness scale to a group of arbitrators in the field of educational and psychological sciences. As a result of the apparent examination by the arbitrators, the test was considered valid in terms of form and content.

2. Construction validity: The two researchers verified the validity of the construction through several indicators, including the discrimination of paragraphs, the correlation of the paragraph's degree with the total score of the scale, the relationship of the paragraph's degree with the total degree of the domain to which it belongs, and the correlation of fields among themselves.

Stability:

1. Retest method: to find the stability of the personality hardness scale by re-testing, the two researchers applied the scale to a sample of (50) female students from the Kindergarten Department from the four stages, and they were chosen randomly. Two weeks after the first application and under conditions similar to the conditions of the first application, the two researchers repeated the test on the same sample, and the Pearson correlation coefficient was calculated between the degrees of the first application and the second application, as the reliability coefficient reached (0.870), which is an acceptable stability coefficient.

2. Alpha-Cronbach equation method: To calculate the stability, the personality hardness scale was applied to the statistical analysis sample of (410) female students from the kindergarten department. Then the two researchers used the alpha-Cronbach equation, where the stability coefficient calculated according to this method was (0.843), which is an acceptable stability coefficient.

Statistical indicators of the personality hardness scale: The two researchers extracted the statistical indicators of the personality hardness scale, table (13) illustrates this.

Table (13) Statistical indicators of personality hardness scale

No	Statistical indicators	Values
1.	Sample size	**410**
2.	Arithmetic mean	**176,697**
3.	Mediator	**178,000**
4.	**Pattern**	**179,00**
5.	standard deviation	**26,616**
6.	Variance	**708,441**
7.	**Torsion**	**-0,812-**
8.	Kurtosis	**2,519**
9.	**Term**	**180,00**

10.	lower score	**45,00**
11.	highest score	**225,00**

The scale in its final form: The measure of personal hardness in its final form consists of (45) items, and the two researchers have put five alternatives in front of each of the scale items (Very highly applicable, highly applicable, moderately applicable, slightly applicable, not applicable) which numbered (5, 4, 3, 2, 1) respectively, and the highest score for the scale was (225) and the lowest score for the scale (45) and the hypothetical average (135). After the two researchers verified the characteristics of the scale's paragraphs and its psychometric properties, the scale became ready for application.

Final application: The two researchers applied the scale to the research sample of (410) female students from the Kindergarten Department in the College of Basic Education / Al-Mustansiriya University for the academic year 2021/2022 and for the period from December 26, 2021, to January 9, 2022. The time taken to answer the scale was (4 minutes), through groups of students within approved links.

Statistical means: The statistical package was used in data processing using the (SPSS) program to verify the objectives and results of the current research. The statistical methods are one-sample t-test - two independent samples t-test - Pearson correlation coefficient - retest method - Cronbach's alpha equation - one-way analysis of variance.

Chapter four

Results presentation and interpretation

The first objective: Knowing the hardness of personality among the students of the Kindergarten Department:
To verify the current objective, the two researchers used the one-sample t-test to find out the significance of the difference between the average grades of the kindergarten students and the hypothetical average of the personality hardness scale, where the results were as shown in Table No. (22).

Table (22) The results of the T-test are to identify the hardness of personality among the students of the Kindergarten Department

Variable	Sample size	arithmetic mean	standard deviation	hypothetical mean	degree of freedom	T-value		Sig 0.05
Personal hardness	**410**	**176,697**	**26,616**	**135**	**409**	**31,721**	**1,96**	sig

* t-value at the significance level (0.05) and the degree of freedom (409) equals (1.96).

It is clear from Table No. (22) that the calculated t-value of (31,721) is greater than the tabular t-value of (1.96). This indicates that there are statistically significant

differences between the mean scores of the sample and the hypothetical mean of the scale, and this difference is in favor of the average scores of the sample, which means that the students of the Kindergarten Department are characterized by a hard personality.

The second objective:

Know the significance of the differences in the hardness of personality among the students of the kindergarten department according to the variable of the academic stage:

To verify the current objective, the two researchers calculated the arithmetic means and standard deviations for each of the four academic stages, where the results were as shown in Table No. (23).

Table No. (23) Arithmetic averages and standard deviations for each grade level

Stage	Number	Arithmetic mean	Standard deviation
First	**94**	**175,7447**	**27,24123**
Second	**142**	**179,9366**	**28,71657**
Third	**88**	**176,4091**	**19,87816**
Fourth	**86**	**172,6860**	**28,10077**

To identify the significance of the differences between the calculated averages, the two researchers used the one-way analysis of variance, where the results were as shown in Table No. (24).

Table No. (24) The results of the one-way analysis of variance to find out the significance of the difference in the hardness of the personality according to the variable of the school stage

Source of variance	sum of squares	Degree of freedom	Mean of squares	Calculated T-value	Sig 0.05
Among groups	**2966,400**	**3**	**988,800**	**1,400**	Not sig
Inside groups	**286786,098**	**406**	**706,370**		
total	**289752,498**	**409**			

*Table value at the significance level (0.05) and with a degree of freedom (3 - 406) equal to (2.62).

It is clear from Table No. (24) that the t-value calculated to indicate the difference between the averages is less than the tabular t-value. This indicates that there are no statistically significant differences in the personality hardness variable among the kindergarten students according to the academic stage variable.

Conclusions:

The female students of the Kindergarten Department at the College of Basic Education / Al-Mustansiriya University have a solid personality. There are no statistically significant differences in the personality hardness variable among the female students of the Kindergarten Department at the College of Basic Education / Al-Mustansiriya University according to the academic stage variable.

Recommendations

Enhancing the character of the students' hardness of personality, as it contributes to ridding them of feelings of surrender, despair, and helplessness, and works to protect them from psychophysical diseases, and reduce their negative effects.

Suggestions:

Conducting a study similar to the current study on different samples and comparing its results with the results of the current study.

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