

Emotional Reasoning Among Educational Counselors

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Abstract

The research aimed to identify: the emotional inference of the educational counselors, and the significance of the difference in the emotional inference of the educational counselors according to the gender variable (male/female), marital status (married/unmarried), length of service (1-5 years/6 years and above) To achieve the objectives of the research, the researchers relied on the emotional inference scale that they prepared according to the Burns model, and the scale consisted of (30) items. Cronbach reached (0.788), and then the scale was applied to a sample of (200) male and female counselors, who were chosen in a cluster random manner. There are statistically significant differences in social status and length of service. In light of the results, the researchers presented a number of recommendations and suggestions.

Keywords: emotional reasoning, educational counselors

Chapter One: Introduction to The Research

Research Problem:

Emotional reasoning affects in particular the understanding of the cause of the persistence of non-adaptive knowledge and psychological disorders and their resistance to change. This error occurs when one interprets an emotional response to an idea as evidence of the validity of that idea. A person who engages in emotional reasoning uses stress as evidence that he or she is justified in worrying about losing his job. (SJ, 2012: 53), emotional reasoning means that we let our feelings guide and guide us without our thinking working out how true we feel. It means that we allow our feelings to explain reality, (Arafa, 2020: 193).

This concept also refers to making decisions and conducting discussions based on what the individual feels without recognizing the objective

truth of things. Emotional reasoning leads individuals to not understand the difference between feelings, and facts, (Raja, 2019: 283).

Sometimes counsellors and counselors unintentionally engage in emotional reasoning interactively by choosing aspects of the counselor's problems that they care about or ignore through the counselor's past experiences or encountered cases, or by adopting a vision for the counselor's future (Johnson, 2001: 38).

The researchers noticed a dearth of research that dealt with emotional reasoning among educational counselors, so the researchers decided to study the concept because of its importance and an important and main aspect in the work of the educational counselor, so the current study came to answer the following question:

What is the level of emotional reasoning for educational counselors?

Research Importance:

Emotion has a strong effect in motivating behavior by activating it or hindering it, and directing it to make it a tool that expresses joy, pleasure and rejoicing, or make it a single performance because it indicates pain, distress, fear and sadness. An involuntary subjective experience with a negative or positive charge, strongly affected by the cognitive assessment of the external situation, and provokes the tendency to act and is accompanied by objective reactions, physical, visible, visceral and physiological. (Fahmy, 1977: 53).

The individual thinks through two lines of reasoning: logical reasoning and reasoning based on emotions, and between them there is a wonderful coordination, as emotions are necessary for thinking. Also, thinking is necessary to manage and control emotions, and emotions can contribute to rationalizing thinking. A positive mood activates innovation and problem solving as well. Positive emotions help the individual to build social relationships with others (Goleman, 1999: 15).

Among the many ways inference can affect cognition is when people use inference as a source of information about external events. Emotional reasoning, reasoning generated by reasoning, and reasoning as information are really terms that refer to a particular psychological mechanism that can cause individuals to take their emotions and feelings on. It is information about external events, even when no resident feelings are generated about the intended situation. Thus, the theory of thinking or emotional inference as information describes the psychological mechanism by which humans tend to use their emotions as important information to express assessments and judgments about the world rather than objectively referencing reality (Comancini, G.D, 2021:13).

Emotional inference is a necessary process because it achieves the positive feedback loop by transforming the result of an idea into a precedent

for the same idea. We guide this positive feedback loop in emotional disorders. Positive feedback can also be achieved as a result of emotional inference, self-awareness, physical and physiological purposes. Behaviors and personal experiences can determine the cognitive assessment of the situation and can also be determined by it. (SG, 2012: 40).

Emotional reasoning plays an important role in interpersonal social communication, as it conveys the impression of individuals and their emotional states, which allows them to develop and enhance understanding of the motives and needs of others and then maintains supportive relationships with them. It also helps predict the emotional reactions of others in different situations (Blickle et al, 2009: 102).

Research Aims

- 1- The level of emotional reasoning among educational counselors.
- 2- The significance of the difference in the emotional inference of educational counselors according to the variables (gender, marital status, length of service).

Research limits: The current research is limited to educational counselors of both sexes working in the morning, primary, intermediate and preparatory government schools affiliated to the General Directorates of Education (Rusafa 1, Al-Rusafa 2, Al-Rusafa 3, Al-Karkh 1, Al-Karkh 2, Al-Karkh 3, 2022-2021).

Define Terms:**First, Emotional Reasoning:****Burns (1980)**

– It is a pattern of thinking patterns in which the individual does not use his knowledge base as a whole, but uses a distinct part of it only according to the particular emotional state, and according to the emotional state, the individual makes his

conclusions about the situation or topic in question. (Burns, 1980)

Theoretical definition:

The researcher adopted Burns, 1980's definition of emotional inference as a theoretical definition of the concept of his research.

Procedural Definition:

The overall score obtained by the respondent through his answer to the items of the emotional inference scale used in the current research.

Second: The educational advisor:

- Definition of the Ministry of Education 2002

The educational counselor is a member of the teaching staff who is scientifically and pedagogically qualified to practice his guidance and direction in the school and study the students' educational, social, behavioral and psychological problems, and help them find appropriate solutions and treatments for those problems and to discover those with abilities, scientific capabilities, interests and tendencies and work to develop them through the use of all data sources Available after verifying the accuracy and validity of such data. (Ministry of Education, 2002: 30)

The Second Chapter / Theoretical Framework and Previous Studies:

First, the concept

Emotional reasoning

Reasoning is the mental process of deriving results from certain information. Its logical premises may be perceptions, descriptions, or memories. And a conclusion or conclusion may be a statement, an idea, or a decision contained in an action. This process itself is either a process that the inductees are aware of with effort or an

almost unconscious process for them. But some relationships in content or form must govern the derivation of the result from the premises if the process is an inference, in contrast to the association of ideas. One of these relationships is that the conclusion must be true, assuming that the premises are true. Sincerely, a weaker relationship in which the result is at least reasonable, assuming that the premises are true. In such a case, the deduction is induction without deduction. There may be no logic or mathematics and no human intelligence at least as measured by intelligence tests (Al-Khairy, 2012; 199).

Emotions play an important role in shaping an individual's personality and behavior, and they consist of a subjective emotional aspect, and an apparent external aspect represented in the expressions and movements that appear on the excited individual, as well as in the functional imbalances that occur in the body's organs such as breathing disorders and heart palpitations.

(Zaidan, 1404) defines emotions as "a rebellious physical and psychological state in which the whole person is disturbed, both body and soul" (Zaidan, 1404: 86).

It is "a condition that affects the organism and is accompanied by internal bodily and functional changes, and external physical manifestations that often express the type of this emotion" (Hamza, 157: 1992).

Emotion means one of the constituent systems for building the individual, which manifests itself in the biological system and the mental system, accompanied by another aspect, the emotional aspect, which includes a sub-system, the emotional system, which shows its activity, formation and growth at the beginning of the child's life, and the factors of education and family care of the individual affect during his life (Al-Qaisi, 1997: 40).

The function of emotions: emotions perform important functions, the most prominent of which is what appeared to us through the definitions, such as how they determine the course of an

individual's life, and their physiological and social impact on him. "Thanks to emotions we understand each other better, and without using optimal cases we can control you." The group, communication to the fullest, and the interesting fact in this regard is that individuals belonging to different cultures can receive and evaluate human facial expressions, without any errors, and they are also able to identify emotional states such as joy, sadness, anger, fear, wonder and disgust through these facial expressions in particular. It occurs among those peoples, with whom there was no contact or communication at all", (Bani Yunus, 2009: 285).

Emotions, according to accumulated scientific evidence, are the most powerful resource we have, as they connect us with ourselves, others, nature and the universe, and tell us about things of great importance to us, people, values, activities, and needs that give us motivation, self-control, and perseverance, and enable us to maintain our lives, our emotions, and success in our work. Segal, 1997: 3).

The central role that emotions play in the educational environment has been confirmed for a long time. In the thirties of the last century, the American Center for Education declared that feelings, emotions, attitudes, and all emotional components are influential factors in our interpretation of life and thus in our behavior (Al-Rimawi, 2006: 263).

Certainly, emotion and emotions play a role in directing human thought and behavior, and determining the individual's relationship with his external world. The psychological heritage, in the past and in the present, is cherished with topics that indicate the existence of a reciprocal relationship between the individual's feelings and his thinking," Buzan pointed out to the existence of a relationship between the mental side and the emotional side.

Wardell and Royce & Wardeell presented a set of studies that confirm the influence of the human personality on the extent of homogeneity and

interaction between the cognitive system and the emotional system , (Abdo and Othman, 249: 1423).

"Descartes goes to the fact that the function of the mind is thinking and feeling. Thinking, in his view, is what is involved under emotional activity from a mental point of view. By feeling, we mean what the individual finds in himself in terms of pleasure and pain, or satisfaction and discontent, or tendencies and desires". We can say that Descartes has benefited psychology a lot. When attention was directed to the study of feeling instead of the mind, psychology became the science of feeling, (Hamza, 1992: 27).

Wundt points out that psychology should investigate what we call inner experience, by which I mean our own feeling, our own feelings, our thoughts and our intentions, as distinct from the external experience that is the subject of the natural sciences, (Aqil 1987: 44).

"Professional success requires that the individual possess a set of emotional capabilities, which is reflected in his ability to be aware of his feelings and emotions, and to control his impulses and tendencies, that is, in his ability to manage his emotional life intelligently, read the feelings of others, and interact with them flexibly in his relationship with them." (Golman, 1426 :86).

There is also a relationship between emotional reasoning and decision-making, where Bruner focused on the importance of emotional reasoning in the use or employment of emotional information in facilitating decision-making and decision-making. In the mental formation model represented by emotional inference in the phenomena of behavior on the individual's abilities to receive and interpret the thoughts, feelings and attitudes of others in social interactions, and in his modification of the model, Guilford referred to the behavioral content (as non-verbal information) which includes social interaction (awareness of others' feelings and awareness of our feelings), but he focused On the first part, which is related to the perception of

others, which is the essence of emotional intelligence, and neglected the other part, which is the essence of personal intelligence. (Al-Khafaf, 2013: 26-426).

Explanatory theories of emotional inference

Fourth, the theory of emotional intelligence

The philosophical concerns in the relationship between thinking and emotion in Western culture date back to many centuries. The ancient Greek philosophers viewed emotion as a true guide to insight and wisdom. The Roman Antique movement at the beginning of the nineteenth century emphasized that intuition rooted in emotion and empathy may provide insights that reason alone does not provide. (Salovey et al, 2000:a).

Psychologists have dealt with the relationship between emotion and thinking, in Freud's studies on defense mechanisms and in Aaron Beck's studies, which indicated that writing is the result of negative perceptions that amplify truth and inefficiency, and the study of emotional intelligence appeared partly from research in the field of knowledge and emotion. It is an area concerned with how emotion changes thinking and thinking changes from emotion.

Mayer and Salovey adopt the ability model of emotional intelligence, as they used the term emotional intelligence to motivate theorists of intelligence to reflect on the great role that the emotional system plays in the cognitive system of human capabilities. (Salovey, et al, 2001:c).

Mayer believes that the theory of emotional intelligence appeared to alert the place of the emotional system in the cognitive system of human capabilities, and at the same time appeared to stand in the face of traditional approaches that saw emotions as a system that hinders cognitive activity and a system separate from intelligence, and thus the turning point

showed that emotional intelligence. It is the result of the integration of the knowledge and emotion systems, as the cognitive system directs the emotion by abstract reasoning, while the emotion enhances the cognitive ability. (Al-Malli, 2011: 285).

Also, many researchers in the field of emotions predict that internal emotional experiences provide individuals with important information about their environment and attitudes, and this information shapes individuals' judgments and actions. (Salovey, et al, 2000:b).

Emotional inference continues. A person who feels unloved may reject another person's interest in him for fear of the final rejection. Emotional reasoning in interpersonal relationships is central to emotional intelligence. Therefore, emotionally intelligent individuals are able to understand and analyze emotion, and that these abilities enable them to use emotional knowledge in understanding important aspects of human nature and interpersonal relationships. (Salovey, et al, 2001:c).

Fifthly, the useless thinking styles model

The field of thinking (emotional reasoning) received great attention by (Burns), as he mentioned that it includes a negative aspect in one aspect, and a positive aspect in the other. Accordingly, he reproduced the list of negative and positive distortions in hundreds of magazines and books and was useful to many People with mood problems. The idea is that when you feel upset, you are often involved in a mental trick, but you don't realize it. You are telling yourself things about yourself and the world that are not really true. And when you change the way you think, you can change the way you feel positively. (Gangemi, et al, 2021: 105).

The main dimensions of emotional inference that were emphasized by (Burns) can be identified by the following points:

First - Decision making and problem solving: It is that process that the individual adopts when

he has objective evidence to judge himself and the world, in the event that his feelings are vague and unclear, for example, (I feel like a bad mother, so I must be a bad mother.) In this case, emotional reasoning can be harmful because it may lead to irrational decisions and judgments. Eating disorders and other behavioral changes may come as a result of negative emotional inference. As (Burns) emphasized that if an individual feels the need to change his mood for the better, the first step he takes is the process of (positive decision-making), especially when he is involved with others. (Gangemi, et al ,2021: 109).

Second - Building social relationships: It means those social behaviors that the individual adopts in order to keep him stuck in a state of harmony and emotional stability. In negative feelings, we notice the individual avoiding people or places, procrastinating, and criticizing others, all in an attempt To stay "safe" or "defend" oneself from harm. And in situations where they really need protection, this is helpful, but one has to realize that when they are negatively affected by stress or suffer from anxiety disorders or depression, more often than not, their mind will be like a very helpful friend giving them advice they think they are not. I need it. (Burns, 1992: 21).

Third - Emotions and emotions fluctuate: These are instinctive feelings that are based on the process of taking one's emotions as evidence of the truth. For example (feeling of despair as a result of feeling that the problem is impossible to solve). Accordingly, this type of thinking assumes that because the individual experiences negative emotions, so his thoughts must be an accurate reflection of reality. For example (if you feel guilty, emotional inference will lead you to the conclusion that you are a bad person). Either (if you feel joy and happiness, emotional inference will lead you to the conclusion that you are a good person). (Burns, 1989: 29).

The researcher has adopted Burns (1980) model for the concept of emotional inference as a frame of reference for the following justifications:

- 1- Being the closest theory that serves the requirements of the current research.
- 2- The theory is suitable for the current research sample (educational counselors) because their work should be characterized by reasoning and the ability to make a decision based on what he feels.
- 3- The current research adopted the definition of Dalebo, Martinez and Cimari for the concept of emotional inference as a theoretical definition of research.
- 4- The researcher adopted the emotional inference scale according to this theory as it is consistent with the theoretical definition and its fields.

Chapter Three / Research Procedures:

Research Methodology: The researcher relied on the descriptive approach because it is considered one of the main approaches used in psychological and social research, where a great reliance is placed on it in scouting, descriptive and analytical research because it depends on the study of reality or phenomenon as it exists in the field and is concerned as an accurate description and expresses it qualitatively or quantitatively.

Research Sample:

The research sample was chosen by random method from the research community, as the application sample amounted to (200) male and female counselors, by (100) male and female (100) female counselors from the original community of the research from the primary, middle, secondary and middle schools covered by educational guidance in the six general directorates in the province of Baghdad. The application was dated 14/2/2022 and continued until (31/3/2022), as shown in Table (1).

Table (1) Distribution of the application sample individuals according to the General Directorate of Education and Gender

Total No.	Female	Male	Directorate	ت
27	15	12	First Karkh	1
35	17	18	Second Karkh	2
38	18	20	Third Karkh	3
37	18	19	Rusafa first	4
35	17	18	Rusafa second	5
28	15	13	Rusafa third	6
200	100	the total	Total	

Fourth - Research Tools:

To achieve the objectives of the research, the researcher built a scale (emotional inference), and the following is a review of the procedures:

Defining the concept: Psychometrics specialists point to the necessity of defining the theoretical and scientific foundations that they relied on in constructing the scale.

Emotional reasoning:

The researcher adopted, according to Burns' model of unhelpful thoughts, the definition of emotional inference, which he defined as a pattern of thinking patterns in which the individual does not use his knowledge base as a whole, but uses a distinct part of it only according to the particular emotional state, and according to the emotional state, the individual makes his conclusions about the situation or topic (Burns, 1980).

The domains of the emotional inference scale were defined in the light of the definition and the adopted theory as follows:

1- Decision making and problem solving: It is a rational process through which the best possible solutions are selected and a judgment is issued regarding a problem to achieve the desired goal at the lowest cost and in the shortest possible time.

2- Building social relations: It is a set of behavioral patterns that occur regularly within society, and each of these patterns aims to achieve

a specific goal in itself. From relationships according to their social roles that are drawn by its social structure.

3- Volatility of feelings and emotions: It is a condition in which the individual shows unstable, changing feelings and emotions, often characterized by a rapid shift from one side to another, as if he quickly turns from joy to sadness and from anger to calm. (Burns, 1980)

Formulating the scale items:

The emotional inference scale was built, where (30) items were formulated and distributed into three domains, with decision-making and problem solving (10) items, and the domain of building social relationships (10) and the domain of feelings and emotions volatility (10)

Validity of scale items:

For the purpose of verifying this, the researchers presented the paragraphs of the scale (emotional inference) amounting to (30) positions to a group of arbitrators specialized in the fields of education, psychology, psychological counseling, measurement and evaluation, and their number reached (18) arbitrators, appendix (2), in order to issue their judgments on the extent of their validity. The validity of its formulation and its suitability for the purpose for which it was developed, as well as the suitability of the paragraphs to the fields, as well as the validity of the alternatives used for the answer at a rate of

80%. The calculated chi is greater than the tabular value of (3.84) at the level of significance (0.05) and the results are as in Table (2)

Table (2) The value of the chi-square for the opinions of the arbitrators about the validity of the paragraphs of the emotional inference scale of educational counselors.

Agrees value of sig. level (0,05).	Chi-square		percentage	disapproves	Agrees	Seq.
	Tabulated	Calculated				
Sig.	3,84	18	%100	-----	18	4, 3, 2, 1, 8, 7, 6, 5, 11, 10, 9, 14, 13, 12, 18, 17, 15, 24, 21, 20, 26, 25, 30, 29, 27
Sig.		14,22	%94,44	1	17	, 22, 19, 16, 28
Sig.		10,88	%88,88	2	16	23

When looking at Table (2) and after doing this procedure, it was found that all the paragraphs of the scale were statistically significant at the significance level (0.05) and with a degree of freedom (1) equal to (3.84).

Statistical analysis of the scale items:

I- Contrasted Groups Method:

To calculate the discriminatory power of the items of the scale (emotional inference), the researcher applied the scale, Annex (7), to the

analysis sample of (400) mentors and counselors. The highest percentage (27%) of the forms with the highest scores were called the upper group (108 forms) and the lower percentage (27%) of the forms with the lowest scores were called the lower group (108 forms) as well. The researcher applied the t-test for two samples. Two independent tests to test the significance of the differences between the two groups, because the calculated T value is greater than the T-tabled value, and Table (3) shows the results of this procedure for the search scale.

Table (3) Discrimination coefficients for the items of the emotional inference scale by the method of the two extreme groups

Sig.level at 0.05	Calculated T- Value	The upper group The lower group	The upper group The lower group	Seq.
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		Standerd Deviation	Arithm- etic mean	Standerd Deviation	Arithm-etic mean	
Sig.	5.068	0.844	4.083	0.582	4.583	1
Sig.	5.883	0.993	3.851	0.662	4.527	2
Sig.	4.521	0.976	3.592	0.855	4.157	3
Sig.	6.035	1.113	3.555	0.905	4.388	4
Sig.	6.030	0.962	3.963	0.624	4.611	5
Sig.	6.119	0.983	2.916	0.884	3.675	6
Sig.	8.096	1.033	3.157	0.875	4.213	7
Sig.	8.845	0.941	2.463	1.112	3.703	8
Sig.	5.135	1.128	3.916	0.631	4.555	9
Sig.	6.287	1.041	3.981	0.584	4.703	10
Sig.	6.034	1.096	2.888	1.244	3.851	11
Sig.	5.440	1.111	3.814	0.690	4.500	12
Sig.	7.290	1.225	2.444	1.383	3.740	13
Sig.	8.580	1.008	2.537	1.098	3.768	14
Sig.	6.173	1.038	4.120	0.501	4.805	15
Sig.	9.909	1.156	3.268	0.713	4.564	16
Sig.	4.003	1.063	3.972	0.825	4.490	17
Sig.	7.004	0.900	2.259	1.230	3.287	18
Sig.	11.038	0.976	3.018	0.761	4.333	19
Sig.	7.391	1.018	2.305	1.184	3.416	20
Sig.	8.769	0.987	2.185	1.104	3.435	21
Sig.	11.854	0.981	2.990	0.787	4.425	22
Sig.	8.780	0.869	2.463	1.072	3.629	23
Sig.	5.596	0.951	3.472	0.844	4.157	24
Sig.	4.451	0.971	3.194	1.045	3.805	25
Sig.	8.649	0.992	3.074	0.859	4.166	26
Sig.	4.836	0.980	3.953	0.813	4.546	27
Sig.	7.776	0.940	3.351	0.765	4.259	28
Sig.	5.494	1.055	3.314	0.973	4.074	29
Sig.	3.245	0.776	3.703	0.856	4.064	30

It is clear from Table (3) that all the values of the coefficients that characterize the paragraphs of the emotional inference scale are statistically significant when compared with the T-table value of (1.96), where the calculated value for each of the two scales' paragraphs is greater than the tabular value and accordingly it can be said that the paragraphs of the scale have the ability to Good on distinguishing between the two groups in the measured characteristic.

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

To extract the relationship between the degree of each paragraph of the scale and the total scores of the scale, the researcher used the Pearson correlation coefficient for the statistical analysis sample of (400) forms, which are the same forms that were subjected to the analysis of the paragraphs in the light of the two extreme groups.

Table (4) The values of the correlation coefficients of the paragraph degree with the total degree of the emotional inference scale of educational counselors.

The value of the correlation coefficient	The sequence of paragraphs	The value of the correlation coefficient	The sequence of paragraphs	value of the correlation coefficient	The sequence of paragraphs
0.433	21	0.326	11	0.371	1
0.512	22	0.383	12	0.418	2
0.420	23	0.347	13	0.314	3
0.322	24	0.362	14	0.369	4
0.247	25	0.429	15	0.418	5
0.466	26	0.475	16	0.286	6
0.396	27	0.402	17	0.390	7
0.396	28	0.357	18	0.454	8
0.327	29	0.528	19	0.342	9
0.277	30	0.334	20	0.435	10

It is clear that the values of the calculated correlation coefficients are greater than the critical value of the correlation coefficient of (0.098) with a degree of freedom (398) and at a level of significance (0.05) to calculate the correlation of the paragraph degree with the total degree of the scale where the results were as shown in Table (4).

3- Relationship of the paragraph to the total degree of the field to which it belongs:

The correlation was found between the degree of the paragraph and the total degree of the domain to which it belongs, and to achieve this, the total degree of the sample members was calculated according to the three domains of the two scales, and then the Pearson correlation coefficient was extracted between the individuals' scores according to each paragraph of the field and their total degrees on that field. And the results are as shown, and the results are as shown in the two tables (5).

Table (5) Correlation coefficients of the paragraph score with the total score of the domain of the emotional inference scales sequence

Volatility of feelings and emotions	Paragraph sequence	Building social relationships	Paragraph sequence	Decision making and problem solving	Paragraph sequence
Correlation coefficients value		Correlation coefficients value		Correlation coefficients value	
0.478	21	0.512	11	0.497	1
0.615	22	0.317	12	0.560	2

0.465	23	0.519	13	0.486	3
0.413	24	0.345	14	0.455	4
0.306	25	0.365	15	0.506	5
0.527	26	0.551	16	0.429	6
0.425	27	0.366	17	0.520	7
0.468	28	0.524	18	0.394	8
0.469	29	0.585	19	0.519	9
0.233	30	0.463	20	0.552	10

It is clear from Table (5) that the values of the correlation coefficient of the paragraph's 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 (0.098), and this means that the paragraph measures the same property or concept that the domain measures.

4- Correlation of the degree of the domain with other domains and with the total score of the scale:

This was verified by extracting the Pearson correlation coefficient to find the relationship between the scores of individuals for each domain with other domains and with the total scores of the scale.

Table (6) Correlation coefficients The relationship of the field degree to the total degree of the emotional inference scale

Volatility of feelings and emotions	Building social relationships	Decision making and problem solving	Domain Name
0.493	0.447	1	Decision making and problem solving
0.588	1		Building social relationships
1			Feelings and emotions fluctuate

The results indicated that the correlation coefficients between the domains and the total degree are statistically significant when compared with the critical value of (0.098) with a degree of freedom (398) and at the level (0.05), and therefore the domains are interrelated with each other and can be dealt with with one total degree.

Secondly, the stability of the scale

The researcher extracted the reliability coefficient of the scale in two ways:

I- Test and Retest:

The researcher applied the emotional inference scale to extract stability in this way on a sample

consisting of (100) men and women, with (50) men and (50) counselors. On (Person Correlation Coefficient) using the Pearson correlation coefficient, the nature of the relationship between the first and second application degrees, and to calculate the stability in this way for the scale as a whole, it appeared that the value of the reliability coefficient of the emotional inference scale amounted to (0.813).

2- Cronbach's alpha coefficient:

To calculate the stability in this way, the Cronbach's alpha equation was used for the degrees of the stability sample, as it was randomly drawn from the statistical analysis sample.

Description of the scale in its semi-final form:

Emotional inference scale: After completing the statistical analysis procedures of the scale with psychometric properties of validity, stability and discriminatory indications, the scale became in its semi-final form consisting of (30) items, and after completing the preparation of the scale (emotional inference) in its final form, the researchers applied the scale to the individuals of the final application sample composed From (200) male and female counselors from the six general directorates of education in the province of Baghdad (Al-Rusafa 1, Al-Rusafa 2, Al-Rusafa 3, Al-Karkh 1, Al-Karkh 2, Al-Karkh 3).

Fourth - Statistical means:

To achieve the objectives of the current research, it relied on the Statistical Package for Social Sciences (SPSS) in all statistical treatments, whether psychometric verification procedures for the two research tools, or extracting results.

The fourth chapter presents and interprets the results.

First - identifying the level of emotional reasoning among educational counselors.

To verify this goal, the researcher applied the emotional inference scale of (30) items on the research sample of (200) mentors and counselors. (degree, and when knowing the significance of the difference between the arithmetic mean and the hypothetical mean, which amounted to (108), and after processing the data using the repentant test for one sample, the results appeared as shown in Table (7)

Table (7) The results of the T-test to know the emotional inference of educational counselors

Sig. level at 0.05	T value		degree of freedom	hypothetical mean	standard deviation	SMA	Sample volume	concept
	tabulated	Calculated						
Sig.	1,96	22,233	199	90	12,683	109,940	200	emotional inference

When looking at Table (7), it was found that the difference was statistically significant at the level (0.05), if the calculated t-value reached (22.233), which is greater than the tabular t-value of (1.96), and with a degree of freedom (199), and this indicates that the research sample They have emotional inference.

Second - identifying the significance of the differences in emotional reasoning among educational counselors according to the variables (gender, social status and length of service).

For the purpose of verifying this goal, the researcher took the responses of the research sample amounting to (200) mentors and counselors on the two scales of dialogue skill and emotional inference, and after processing the data statistically, the researcher extracted the average scores of the sample members on the two scales according to gender, social status and length of service, and they were as shown in the two tables (8- 9)

Table (8) Arithmetic mean and standard deviation of the emotional inference scale according to the variables (gender, marital status, length of service)

Standard Deviation	Arithmetic mean	Mean	Category	variable
12,51959	111,3205	78	male	sex
12,75989	109,0574	122	female	
10,73890	111,7107	121	married	Marital status
14,85567	107,2278	79	single	
13,24788	110,7935	92	1-5	Length of service
12,19702	109,2130	108	6- and above	

In order to confirm the differences in the skill of dialogue and emotional reasoning among the sample members according to the variables

(gender, marital status and length of service), the researcher used the triple analysis of variance test, and the results were as shown in the table (9).

Table (9) The results of the three-way variance analysis to determine the significance of the differences in emotional inference according to the variable gender, marital status, length of service and the interaction between them .

significance level 0.05	Value Calculated	Mean of squares	Degree of freedom	Sum of squares	Contrast source
Non.Sig.	0,953	146,921	1	146,921	sex
Sig.	8,917	1374,210	1	1374,210	Marital status
Sig.	4,928	759,417	1	759,417	Length of service
Non.Sig.	0,017	2,669	1	2,669	Gender * Marital Status
Non.Sig.	0,00	0,006	1	0,006	Gender * length of service
Non.Sig.	3,804	586,248	1	586,248	Marital status * length of service
Non.Sig.	0,005	0,740	1	0,740	gender * marital status * length of service
		154,114	192	29589,928	The error
			200	2449374,000	total

Interpretation of the results:

1- It is clear from the first goal in Table (9), where the results indicate that educational counselors possess emotional inference, and this is what Burns (2000) confirmed that most people do not realize that emotional inference plays an

important role in solving emotional problems and social relations by judging on himself and others when he has objective evidence in case his feelings are vague and unclear. (Burns, 2000:18)

2- It is clear from the second objective, Table (10), that there are no statistically significant

differences in emotional inference according to the gender variable, and it became clear that there are statistically significant differences in emotional inference according to the variable of social status, as well as the presence of statistically significant differences in emotional inference according to the variable duration of service in favor of Service category (1-5 years)

Conclusions:

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

- 1- The educational counselors' emotional reasoning and focusing their attention on the counselor's speech helps them to understand the counsellor's feelings, identify their problems and take the appropriate decision for them.
- 2- The emotional inference changes the guide's plans and vision for the future of the guide based on what he feels during the guide's speech.
- 3- Emotional reasoning makes them more able to build professional relationships with the clients through emotional participation and understanding the nature of their social relationships.

Recommendations:

In light of the results of the current research, the researcher recommends the following:

- 1- Providing counseling centers in the Ministry of Education and universities with a measure of emotional inference in order to benefit from the variable and concept in enhancing the capabilities of educational counselors.
- 2- Organizing workshops and seminars for educational counselors to familiarize them with emotional reasoning and its role in decision-making and problem-solving, and the nature of the fluctuation of feelings and emotions.

Suggestions:

Preparing a training program based on modern guiding methods to develop positive emotional reasoning among educational counselors.

3- Studying the emotional inference variable and its relationship to some variables such as (meaning of life, vigilant personality, psychological disorder, servant leadership).

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