

Temperamental Styles Of Educational Guides

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Abstract

The current the tow research aims to identify the temperamental styles of educational counselors, and the statistically significant differences in temperament styles according to the gender (male, female) and age variables for the three categories age (25-34) (35-44) (45 upward). The study sample consisted of (376) male and female counsellors, for the academic year (2022 /2021), and to achieve the objectives of the research, the two researcher used the descriptive approach, and the two researcher adopted a measure of temperamental methods. (EAS) for (Bus&Plomin, 1984) The standard characteristics of the scale were verified after it was exposed to a group of experts, then the researcher analyzed the data through the use of the statistical bag for social sciences. Statistically significant in the temperamental methods according to the age variable.

Keywords: temperamental styles, educational counselors.

Introduction

The temperamental style is the basis for the personality of each individual that makes him distinct in himself and in his response to situations, motives and inclinations through his daily behaviors. It contradicts what he feels and affects his relationship with others, and thus leads to self-disorder and alienation and alienation from others (Al-Jubouri, 2005: 270).style, which is reflected in their apparent behavior, and it is part of the negative style that affects the nature of their social interactions and their relationships with others. (Al-Amri, 6:2016), (Al-Karawi 2016) explained in her study the need to understand the behaviors of individuals through their awareness of the situation they face, and that the moody style with its windows and engines is an important source that affects the personality of individuals and may lead to the displacement of his personality from the right track if he adjusts his directives and controls them, This

requires knowledge of mood styles and their contrast. If they are ignored, the other individuals will be treated one and the same way (Al-Karawi, 2016:4).Hence the problem of the current research. Does the research sample have temperamental styles?Are there statistically significant differences in mood style according to the variable (gender, age)

Research importance: The personality of the individual is the result of the biological interaction of the individual (dynamic interaction) and his physical and social environment that determines the individual's behavior and temperament style, and it is the person who leaves his mark on every action and action and makes it distinguishable for this person alone without others (Abda and Othman, 2002: 446)

The mood we possess affects all our lifestyles, the nature of our work and our decisions, and is the basis for the way we communicate with others (Ball, 43:1997).

Cavin (2003) pointed out the importance of temperamental style because it is affected by the behavior of the individual more than it is affected by gender or any other psychological dimension. their environment (Cavin, 2003: 3.).

The importance of recognizing the mood And what is reflected in the impact on the activity of individuals and their relationships and the degree of their effectiveness and achievement, it is necessary for them to understand themselves as much as possible and to be aware of themselves and the nature of their emotions, which will have a positive impact on individuals in their life stages (Saleem and others, 135: 2015).

Third, the objectives of the research: (The Gignificance Of Research

The current research aims to identify:

Mood styles of educational counselors.

Statistically significant differences in the temperamental styles of educational counselors according to the variable: gender (male, female)

Age (34-25) (44-35) (45 and over)

Research limits: The current research is limited to male and female guides for the governorate of (Karbala-Babylon-Najaf-Al-Qadisiyah) for the academic year 2021-2022.

Defection terms:

Temperament Styles:

Buss&Plomin 1984

“The set of characteristics that characterize individuals and are relatively stable, which is represented by the predispositions, tendencies, and interests that are reflected in their personalities, affect their performance, and enable us to identify and predict their behavior” (Buss & Plomin, 1984: 97.

Theoretical definition: Researcher Tan relied on the definition of Buss & Plomin 1984, because she relied on the theoretical framework of this view with its scale

Procedural definition: the total score obtained by the respondent on each of the dimensions of the mood styles scale

Educational Guides:

I knew him (Iraqi Ministry of Education, 2008)

“They are one of the faculty members qualified to study students’ educational, health, social and behavioral problems, by collecting information related to these problems, whether this information is related to the student or related to the environment surrounding him for the purpose of insight into his problems and help him think In the appropriate solutions to these problems that he suffers from, to choose the appropriate solution that satisfies himself” (Ministry of Education, 2008: 8).

A theoretical framework for the concept of temperamental styles

The concept of mood in the English language refers to the word (Mood The first and oldest attempt in the study of temperament was in the fifth century BC to identify the personality and style of individuals, as ancient philosophers and scientists went to classify humans according to a certain method to find out why people differ among themselves, so they believed that there are four traditional elements related to the health of the body and soul, which are (air, water, earth, fire) (Johnny and Elaboudy, 2016: 16)

The mood style is subject to a large volume and the amount of motivation directed at it, gathered in the middle of the brain, as it works to evoke and anticipate the negative aspects along with the positive expectations, in an effort to avoid them and make sure that they did not work against him, from here we find the style silent for moments before choosing, deciding or participating Therefore, its mood depends on its performance and its effectiveness on the perceptions coming from the brain and received from the brain’s inputs (senses,

mental construction), for the style of mood takes over in a moment the leadership of the personality, building attitudes and formulating decisions, and this requires attention and care from the brain and its perceptual content (Abdul Yama, 2019: 32).

- One of the most important theories that explain mood styles

EAS (Bus & Plomin, 1984):

This theory was first introduced by Buss 1961.

His experimental study of human aggression paved the way for him to study the temperamental style found in all individuals, in addition to his doctoral thesis that he submitted (Plomin, 1974). It was supervised by Bass, which aimed to study the interaction between parents and children, and temperament was the main variable for it. Early stages of development (Zentner & Shiner, 2012, 677).

Temperaments here are a subcategory of a particular temperamental style, which is defined by: appearance within the first year of birth, persistence later in life. The three temperaments that meet these criteria are emotion, activity, and diastolic, from which Abbreviation (EAS) (Strelau and Angleitner, 1991

Where Buss and Plomin saw that the mood style is adjustable, as it begins with individuals and through their interaction with the environment, changes in behavior and their ways of thinking will occur and continue throughout the stages of his life, that is, the individual is not born with a fixed way of behavior that remains continuous, but we are born with a tendency to act in one way in The beginning and change when we interact with the environment, and their belief that these methods fit personal standards and constitute the acronym ESA, which is represented in the emotional style (which focuses on negative feelings, distress, fear and anger), extroversion and activity, where

the related elements were deleted in the end, which is the impulse that was separated and merged with The active dimension is due to the fact that it has a great correlation with other methods (Buss&Plomin, 1984:32).

There are three temperament styles that Buss and Plomin refer to she:

Declamatory Temperament Style:

Temperamental style, as its characteristics are quickly anger and boredom, and they experience many rapid mood swings, and their reactions are negative to the changes that occur around them. Buss, Plomin, 1984, 44.

This mood style includes three main components (annoyance, fear, and anger).

Narrow: an emotional style that is the distinctive way of the individual in his compatibility with life

Fear: the willingness of individuals to be affected by this type of emotional style varies from one individual to another, and the reason is due to the different individuals in their nervous system

Anger: appears as a response to annoying and frustrating stimuli, as he considers it a natural feeling that he exercises and has a functional value for survival.

(Buss&Plomin,1975,1984)

Diastolic Temperament Style:

It is defined as a preference for being with others rather than being alone. Those with a high degree of this temperamental style are highly motivated to seek others and tend to become frustrated and annoyed during enforced privacy (Plomin & Daniels 1984, 183)

Temperament Styles Activity:

It is defined as the expenditure of physical energy. Any psychological effort that may be involved in thinking, imagining, planning, or other cognitive processes is specifically excluded; Any arousal that accompanies

emotional behavior is also excluded (Buss & Plomin, 1984; 138).

Previous studies

Temperament Styles

Cody study 2019: (helpful behavior and a relationship to emotional empathy and mood styles among university students) The study sample consisted of 378 male and female students, and the measurement tool used was Kerisey (Kerisey, 1978)., and the results were There is a high percentage of extroverted students compared to introverts, sensory students have a higher percentage than intuitive students, and the percentage of thinking students is higher compared to emotional students, and the percentage of cognitive students is higher compared to students with judgment.

Methodology and Procedures

The current research community was identified with educational counselors (males-females) in the governorates of (Karbala-Najaf-Babylon-Al-Qadisiyah) and the total number of counselors in these governorates reached (1833) counselors and counselors distributed according to the city center, districts and sub-districts.

Research sample: Community and obtaining the statistical data required by the research, the two researchers chose the research sample using the stratified random sampling method. To be more representative of the community (Al-Shayeb, 2012: 67), and thus the size of the current research sample became (367) mentors.

Mood scale:

- After reviewing previous studies and psychological literature, the two researchers translated and adopted the EAS and Bass Scale for adults, which fit with the current research sample and objectives, based on his theory (Buss & Plomin, 1984).

Description of the scale in its original form

- The temperamental styles scale from (EAS) in its foreign form consists of (20) items distributed into three styles (emotional style): and it consists of 12 items, which are (3, 4,5,8,9,11,12,13,14,16, 18, 19)
(The diastolic method): It consists of 4 paragraphs (20, 15, 6, 1).
(Active style): It consists of 4 paragraphs (17, 10, 7, 2).

For the purpose of verifying the validity of the items of the Mood Style Scale (EAS.). The two researchers presented the scale to a number of arbitrators specialized in educational and psychological sciences in order to clarify their observations and opinions on the validity, alternatives, weights, and paragraphs of the methods scale and what they need to delete and modify according to what they deem appropriate. During the use of the percentage, the percentage of agreement (80%) or more was adopted as a criterion for accepting the continuation of the paragraph (Al-Jabri, 2011: 218), as the paragraphs bearing the sequence (11,18) obtained an approval rate (40%), thus these paragraphs were excluded from the Scale and make appropriate adjustments to some paragraphs.

Scale alternatives and corrections:

- EAS scale was adopted in the form of the foreign quinquennial alternatives. After being presented to a group of specialists in educational and psychological sciences regarding the alternatives to the scale and its correction, and accordingly, the alternatives to answering the scale and correcting it in the current research are:
- (Applies to me completely = 5), (applies to me often = 4), (applies to me sometimes = 3), (applies to me rarely = 2), (never applies to me = 1), and the opposite paragraphs are corrected in the opposite (5,4),3,2,1)

Experience clarity of instructions and paragraphs:

- The experiment aims to verify the extent to which the target sample understands the scale's instructions and the clarity of its paragraphs (Faraj, 1980: 160), so researcher Tan applied the scale to a random sample consisting of 20) A guide and a guide, showing that the paragraphs are clear.

Statistical analysis of paragraphs:

- statistical analysis process for the scale is an essential step The researcher relied on Nunnally 's opinion, as he indicated that the sample size for statistical analysis ranges from (5-10) individuals for each paragraph. From the paragraphs of the scale to reduce the impact of chance (Awda and Malkawi, 1992: 132) and in the light of Nanley's opinion, the statistical analysis sample consists of (230) guides and guides

Extremist Groups method _

To apply this method, the researchers used the following steps

to a sample of statistical analysis of (230) male and female counsellors

Correcting the paragraphs and extracting the total score for each examinee

Arrange the total scores in descending order from the highest score to the lowest score

Davis (1946) indicated that the best percentage for determining the upper and lower end groups is to choose a percentage (27%) for each group from the sample size (Davis, 1946:6).

Therefore, (27%) were selected from the upper group and their number was (62), and (27%) from the lower group and their number was (62) so that the total of the two groups is (124), and two groups were formed with maximum size and variance and they are close to the moderate distribution.

The T-test was applied for the purpose of extracting the discriminatory power of the scale items.

Chapter Four (presentation and interpretation of results)

included This chapter presents the results reached by the researcher according to the research objectives set in the first chapter through the data contained in the research and the application of research tools to the sample members and conducting statistical analyzes on them, and then discussing and interpreting the results in the light of literature and previous studies that were presented in the second chapter, and out Some recommendations and suggestions, as follows:

- Identifying the temperamental styles of educational counselors

To identify this goal, the researcher applied the EAS Temperamental Styles Scale to the sample of (367), and after correcting the scale, it became clear that the arithmetic mean of scores (37,479) in the emotional style and its domains are anger, fear, and tightness, respectively (10.4305 / 13.5204 / (13.528), while the arithmetic mean For the diastolic method it was (9.585), and the arithmetic mean for the active method is ((14,986 While the standard deviation of the emotional style was (7.0852) and the standard deviation of its domains, respectively (/2.6364, 2.55518 / (3.3385 And the standard deviation of the diastolic method was (2.1885, and the deviation of the active method was (2.7445 a). The hypothetical mean of the emotional style was (33) and the domains of the emotional style reached and their hypothetical surface reached the following degrees, respectively ((9) (12) (12) and the mean was The hypothesis of the diastolic method is (9), while the active method, the mean of the hypothesis is (12), and to identify the significant differences between the achieved arithmetic mean and the hypothetical arithmetic mean, the

researcher used the t - test for one sample. From the tabular t-value of (1.96), and thus it is statistically significant at the level of significance (0.05), and the values of its calculated fields, respectively, are (10,395). 11.399 / (8.771 All of them are significant when compared with the tabular value of (1.96), and the tabular value calculated for

the diastolic method is (5.128, which is a function when compared with the tabular value of (1.96), as the calculated value of the active method is (20,845) and it is considered a function because it is greater than the tabular value of (1.96). Table (24) illustrates this

Table (24) Arithmetic mean, standard deviation, and (t) value calculated for the sample as a whole on the temperamental methods scale

the sample	Variables		Arithmetic mean	standard deviation	hypothetical mean	T value		indication
						calculated	tabular	
367	emotional style	anger	10.4305	2.63643	9	10.395	1.96	function
		fear	13.5204	2.55518	12	11,399		function
		narrow	13.5286	3.33857	12	8.771		function
	emotional style		37.4769	7.08527	33	12.112		function
	diastolic method		9.5858	2.18855	9	5.128		function
	Active method		14.9864	2.74456	12	20,845		function

As for the interpretation of the result in the light of the adopted theory, Buss & Plomin considered that the origin of temperamental style is due to genetic characteristics within the individual in addition to the environmental factors surrounding him, as he sees that individuals are born and have a predisposition to a certain temperamental style that arises with them by strengthening the environment for it

Tan can explain this result to the fact that the prevailing temperamental styles affect the behavior of the educational counselors.

This result is consistent with (Cody study 2019), which indicated that individuals tend to a temperamental style because they focus on objectivity and are flexible, and agreed with the study (Bani 2021), which indicated that individuals are characterized by a variety of temperament styles.

- Identifying the statistically significant differences in mood styles according to gender and age variables.

Differences according to type:

The value of the variable of type amounted to (6,661) which is greater than the tabular value of (3.84), which indicates the existence

of statistically significant differences according to the variable of type. That is, males and females differ in their level of emotional temperament, even if an individual has a distinctive style

Differences according to age:

- The value of the variable age was (2.543), which is less than the tabular value of (3.00), which indicates that there are no statistically significant differences according to the age variable. That is, the educational counselors

do not differ in their age in the level of their possession of the temperamental style.

- Statistically significant differences in the diastolic mood style according to the gender and age variable.
- To verify the statistically significant differences in the mood style now simplified according to gender and age, a two-way analysis of variance was used to identify the differences according to the gender and age variables. and table(29) explains it.

Table (29) Two-way analysis of variance to identify the differences in the diastolic mood style according to the variables of gender and age

Contrast source	sum of squares	degrees of freedom	mean squares	Calculated value	indication 0.05
Type	7.592	1	7.592	1.594	not significant
the age	22.974	2	11.487	2.412	not significant
gender * age	2.459	2	1.229	0.258	not significant
The error	1718.969	361	4.762		
total	1753.046	366			

When comparing the value values in Table (29) with the tabular value, the following becomes clear:

Differences according to type:

The value of the variable of type reached (1.594), which is less than the tabular value of (3.84), which indicates that there are no statistically significant differences according to the type variable. In other words, males and females do not differ in the level of their diastolic mood style.

Blumen indicated that the extroverted person is quick to respond to others and that he tends to be with people because he considers them a source of strength and they are very interested in people and those around them are active. And share time with them.

Differences according to age:

The value of the variable age was (2.412), which is less than the tabular value of (3.00). This result indicates that there are no statistically significant differences according to age, as males and females of different age groups do not differ in the level of their possession of the diastolic method.

Statistically significant differences in active mood style according to gender and age variables.

To verify the statistically significant differences in the active mood style according to gender and age, a two-way analysis of variance was used to identify the differences according to the variables of gender and age, and the interaction between gender and age, and the table (30) illustrates this.

Table (30) Two-way analysis of variance to identify the differences in the active mood style according to the variables of gender and age

Contrast source	sum of squares	degrees of freedom	mean squares	Calculated value	indication
Type	71.617	1	71.617	9.855	D
the age	36.957	2	18.478	2.542	not significant
gender * age	40.067	2	20,033	2.756	not significant
The error	2623,365	361	7.267		
total	2727,932	366			

When comparing the value values in Table (30) with the tabular value, the following becomes clear:

Differences according to type:

The value of the variable type reached (9.855) which is less than the tabular value of (3.84), which indicates the existence of statistically significant differences according to the type variable. That is, males and females differ in the level of their active mood style, and Bass and Blumen indicated that active people tend to continue working for a long time and have more endurance.

Differences according to age

The value of the variable age was (2.542), which is less than the tabular value of (3.00). This result indicates that there are no statistically significant differences in age.

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