

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, 2019, Especial N°

20

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Emotional Balance and Its Relation with Self – Confidence for Special Education Students Department

Assist. Prof. Khawla Ahmed Mohammed Saeed Al-Brifkani
College Of Basic Education / University of Mosul

Abstrac

The aim of the current research is to investigate emotional balance and its relation with self . Confidence for special education students . The researcher adopted descriptive style due to its appropriateness . The sample was (80) students divided in to (60) pupils in first year an

(20) of fourth year . The researcher depended on ready – made scale of emotional balance made by (Al-Masoudi 2002) . The scale consisted of (60) items with (4) alternatives : (always – usually – sometimes – rarely) respectively . The researcher made a survey of self – confidence with (30) items with three alternatives : (a lot – sometimes – rarely) respectively . The researcher used the following statistical methods (Pearson Conjunction factor – T. test of an independent sample and two independent samples Spearman – Brown formula) . The research resulted in :

- 1- Emotional balance level of the students was high .
- 2- Self – Confidence level of the students was high .
- 3- Existence of a positive exaggeration relation between emotional balance and self – confidence . The more emotional balance increases , the self – confidence increases as well .

Given these findings the researcher made a number of recommendations and suggestions , to mention but few co enhance role of educational supervision in encouraging students to keep emotional balance and invest it in participating in practical activities .

The most important suggestion is to make a study on emotional balance and its relation with personal features for the students of basic education college

Equilibrio emocional y su relación con la autoconfianza para el departamento de estudiantes de educación especial

Resumen

El objetivo de la investigación actual es investigar el equilibrio emocional y su relación con uno mismo. Confianza para estudiantes de educación especial. El investigador adoptó un estilo descriptivo debido a su idoneidad. La muestra fue (80) estudiantes divididos en (60) alumnos en el primer año y (20) de cuarto año. El investigador dependía de la escala de equilibrio emocional preparada por (Al-Masoudi 2002). La escala consistió en (60) ítems con (4) alternativas: (siempre - usualmente - a veces - raramente) respectivamente. El investigador realizó una encuesta de autoconfianza con (30) ítems con tres alternativas: (mucho, a veces, raramente) respectivamente. El investigador utilizó los siguientes métodos estadísticos (factor de conjunción de Pearson - prueba T. de una muestra independiente y dos muestras independientes de fórmula Spearman - Brown). La investigación resultó en:

- 1- El nivel de equilibrio emocional de los estudiantes fue alto.
- 2- El nivel de autoconfianza de los estudiantes fue alto.
- 3- Existencia de una relación de exageración positiva entre el equilibrio emocional y la confianza en uno mismo. Cuanto más aumenta el equilibrio emocional, también aumenta la confianza en uno mismo.

Teniendo en cuenta estos hallazgos, el investigador hizo una serie de recomendaciones y sugerencias, por mencionar, pero pocas, mejoraron el papel de la supervisión educativa para alentar a los estudiantes a mantener el equilibrio emocional e invertirlo en participar en actividades prácticas.

La sugerencia más importante es hacer un estudio sobre el equilibrio emocional y su relación con las características personales para los estudiantes de la universidad de educación básica.

The rapid changes in various areas of life are a distinctive sign of this age and it is imperative for the individual to change in order to adapt to the changes of life. But man also needs proper harmony with himself and with the changing times of the world and the rapid developments in life at all levels, especially scientific, social and psychological ones. Problems include anxiety and apprehension of the future and emotional imbalance. (Akashi, 2000, 24)

The ability of societies to provide prosperity, happiness and well-being to

their children is measured by their human resources that are conscious and capable of production, organization and innovation. Any civilizational leap depends on human effort, activity, intellect and creativity. Hence, education was necessary to work on the development of human personality to the maximum extent possible. Its readiness and capabilities to become an active and creative person bear the responsibilities assigned to it. (AATECA, 2016, 85)

University education is one of the most important educational stages, as it represents the top of the educational pyramid and aims to prepare the students in a regular and life-oriented manner, and provide them with the knowledge and skills that help shape their future in a spirit of interaction and harmony. (DIP, 2014, 1)

Emotional equilibrium is one of the important aspects of an individual's life. It is also one of the determinants of human personality. An emotionally balanced individual has the ability to tolerate deferment of needs, has the ability to tolerate a reasonable degree of frustration, believes in long-term planning and has the ability to review expectations. Conditions and developments. (Spring and Attiyah, 2016, 1117)

Emotional balance refers to a calm, emotionally stable individual with few signs of emotional irritability towards any kind of opposition and anger and is realistic in life self-disciplined and perseverant, and people who have low emotional balance and are less tolerant and do not want to make friends with others except for friends who are on And emotional balance is one of the characteristics of a compatible personality that is characterized by the courage to face challenges and decision-making and the ability to control and control emotions and the formation of social relations with others based on love and love Which does not negate its privacy and uniqueness, but works to integrate with others and achieve the same. (Massoudi, 2002, 47)

The emotional balance is influenced by many factors and factors that vary from the emotional equilibrium of the individual. Some of these factors are related to the personality of the individual. Some factors are related to the environment of the individual and the situations he experiences during daily life. These factors play an influential role in the extent of the individual's ability to achieve Emotional balance. (Ahmad, 2003, 87)

And the attribute of self-confidence of important personal characteristics with a prominent impact in the behavior of the individual through the different stages of his life, and is a manifestation of the normal character and an important component of the proper adjustment, so it is a subject of interest to researchers, especially in the field of education, because of the effects in the numbers of human And the ability to take the appropriate decision in a timely manner. In

general, helping the student to achieve the goals is one of the objectives of educational and psychological guidance, and this is only if the student has confidence in himself helps him to achieve the goals. (Khabaz and Ahmed, 2012, 111)

Al-Taei (2007) points out that self-confidence is not a process to be practiced, but rather a fruit to be gained by the seeds of its implantation. It is a reflection of an inner reality that works in the depths of the personality, in addition to the mental health of the individual and related to the individual's knowledge and experience. To be positive, which is the individual's faith in his goals, ability and potential. (Al-Tai, 2007, 294).

Psychologists and sociologists agree that the behavior of the individual is formed in the family and then in the school. They are two active environments that directly affect self-confidence. They increase self-confidence or reduce self-confidence. Self-confidence is associated with human adaptation and the individual's true criterion for achieving strong social relationships. Self-confidence, and that most of the positive aspects in the personality of the individual such as independence, self-realization, ambition, achievement and psychological compatibility can only grow with self-confidence so that the individual can achieve his goals. (Saraya, 2013, 21)

From the above, the importance of the current research lies in the following points:

- 1 - the importance of emotional balance and awareness of students to control their emotions and control and control to meet the difficulties.
- 2- Enhancing the students' self confidence, which increases their motivation towards achievement and achievement of the goals, believing in their abilities, potentials and strengths and positive aspects in their personalities.
- 3- The importance of the university stage because it has an effective and influential influence on the students' personalities, attention and development to make them active members of society.

Second: Research Objectives:

The current research aims to identify:

- 1 - Measuring the level of emotional balance among students of the Department of Special Education
- 2 - measuring the level of self - confidence among students of the Department of Special Education
- 3 - Identification of the correlation between the variables of emotional balance and self-confidence among students of the Department of Special Education.

Third: Research limits:

The current research is limited to the students of the special education department (grades 1 and 4) for the academic year 2018/2019

Fourth: Definition of terms:

Emotional balance: defined by:

1. Jumaili (2005)

Is the ability of the individual to control his emotions and feelings and motives and face life vigorously and self-reliant and interactive and compatible with others. (Jumaili, 2005, 18)

2- Mohammed (2008)

The ability of the individual to cope with stressful and stressful life conditions, and to deal with them without compromising his psychological health, disorder, self-governance, and coping with life situations, whether happy or sad, , 274)

Issa (2013)

The way that helps the individual to reduce tension and saturation motivation and return to the situation in which the balance of feelings with external stimuli that he understands, and his thinking and feeling and behavior consistent and consistent with the concept of self and motivation for the achievement and some of the other tasks and direction towards the difficult positions. (Issa, 2013, 8)

The researcher defines emotional equilibrium procedural:

The ability of the students of the Special Education Department to control and control their emotions and adapt to life, circumstances and attitudes and measured by the degree to which students receive during the response to the paragraphs of the measure of emotional balance.

Self-confidence: defined by:

1. Al-Ghamdi (2009)

The extent of the individual's awareness of his competence, skill, and physical, psychological, social and linguistic abilities through which the individual effectively interacts with the different situations in which he or she is exposed to life. (Al-Ghamdi, 2009, 23)

2. Autech (2016)

The individual's sense of the reality of his being and his awareness of his abilities and aspiration to achieve his ambitions and good psychological compatibility and the resulting social consensus reflected on his behavior and work. "(Autech, 2016, 87)

3- Behind (2017)

The individual's sense of self worth and his abilities and possibilities translate this confidence into his movements and his residence and make him behave naturally

without fear or fear of fear stemming from himself and his desire to achieve his goals and overcome problems and obstacles. (Behind, 2017, 1)

The researcher defines self-confidence as a procedure:

The students' perceptions and feelings about their self, their abilities, their potentials, their adaptability and their interaction with the attitudes with determination, determination and will to achieve their goals and to cope with the crises, which are measured by the degree to which students obtain the self confidence questionnaire adopted in this research.

Framework and previous studies:

First: emotional balance:

The concept of emotional equilibrium has a great interest in the currents of scientific psychology, as it entered this concept in many psychological fields, such as personal psychology and mental health, and the function of emotional balance as an important variable that maintains the cohesion of personality and balance and integration and the ability to withstand pressures and stimuli Environmental issues. (Badr, 2017, 18)

The concept of emotional equilibrium is one of the concepts of psychology, namely, equilibrium and emotion. The first is equilibrium. It is the ability and constant energy of the individual to be distributed evenly within the living organism, and this evenly distributed constant represents the average state of tension within the individual. Always after the change that changes the tension, and this return to the middle state is the process of balance, which leads to the stability of the behavior and regularity despite the stimuli of disturbance, the second concept is: emotion one of the systems that make up the individual and that S clades Albaalogih mental system and is accompanied by another emotional side, which includes a sub-system is the emotional system, which begins its composition and growth during the second year of a child's life and affect them education and family care factors of the individual during his life. (Hasso, 2010, 33)

Al-Qahtani (2013) points out that the emotional balance is the process of compatibility so that it will end up in the form of a form of compatibility, which reflects the balance of emotional balance as much as the person is in control of himself and controlled in front of emotional positions as much as a balanced person. (Al-Qahtani, 2013, 17)

The importance of emotional equilibrium, we see that there is no theory in psychology, and dealt with it as one of the important goals that psychology seeks to entrench in the personality of the individual, and has several features: (ego strength, emotional output, emotional balance, self, mental health). (Muhammad, 2008, 274)

Some scientists in the field of psychology identified a number of behavioral characteristics of an emotionally balanced person. Coleman described the emotionally balanced personality as calm and coping with difficulties. The unbalanced personality is emotional at the speed of agitation and impotence in the face of the effects of simple absence and fluctuation in emotional tendencies that lead to corruption Personal relations and worry, hostility and guilt, while (Catel) sees that the person calm and shows a few signs and simple emotional irritation at any type of opposition, as it is realistic in life and self-disciplined, the person who is not balanced advantageous Leah is easy exhibitionism and overcomes extremism all emotions, the world pointed (Kelford) that a person balanced emotionally he has a vision for objective itself and feel comfortable in different situations and describes the person is balanced emotionally volatile mood and speed of arousal. (Ismail 2005, 45 - 46)

Features and characteristics of emotional balance:

Khalidi (2002) identified the characteristics and characteristics of an emotionally balanced individual:

- 1 - the ability of the individual to control his emotions and control himself in situations that provoke emotion and calm nerves and the safety of thinking in adversity and problems.
2. His emotional life is firm and stable and does not fluctuate for trivial reasons and stimuli.
- 3 - the ability of the individual to take responsibility and to carry out work and continue, and perseverance in the work to achieve the goals.
4. Balance all emotions of the individual in a psychological integration that connects the aspects of the situation and the motives and experiences of the individual.
- 5 - the ability of the individual to agree and social adjustment with the environment, which gives the individual a sense of satisfaction and happiness. (Khalidi, 2002, 28)

The world (Maslow) believes that there are six criteria for judging personality completeness and emotional balance:

1. Sense of self.
- 2 - Positive social relations with others.
3. Sense of security.
4. Realistic perception of things.

- 5 - objectivity and the spirit of humor.
- 6 - clarity of goals for the individual.
- 7 - making the right decisions relying on self and not on others.
8. To understand the facts objectively. (Shammari, 2001, 57)

Some theories explain the emotional balance:

1 - The theory of psychoanalysis of the world (Freud):

The world of Freud measured the emotional balance by emphasizing the power of ALNA, which he prepared as the system of the administrative control of the personality, and the ability of (ALNA) and its ability to do its functions by controlling the behavior and choose the appropriate environmental aspects and the adoption of instincts that need to satiate and show the ability The individual is on the emotional balance as the system of Alana works in harmony with all the demands (the Supreme and the Supreme). Freud sees that the proper growth of the individual leads to the creation of a strong ego that can reconcile the Higher and the Higher, thus the individual is emotionally balanced. (Zubaidi, 1997, 57)

2. The Cognitive Psychology of the World (Albert Ellis):

Albert Ellis, in his theory, argues that there is a relationship between emotional equilibrium and individual thinking. Albert Ellis said: "If excessive thinking can rob us of a life filled with feelings, wrong thinking can fail the life itself." The emotional imbalance of the individual is the belief and the negative expectation and irrational thoughts that the individual carries about a particular accident and not the incident itself. This theory is based on the view that external accidents are not the cause of the individual's behavioral responses. This theory is based on a set of assumptions and assumptions concerning the human nature. The most important of these assumptions is that individuals are realistic and unrealistic. Psychological instability and emotional imbalance are caused by irrational thinking and non- Which is due to its irrational passive learning. (Obeidi, 2002, 42)

3. The Human Theory of the World (Karl Rogers):

In his theory, the world emphasizes that emotional equilibrium and psychological integration result from the process of self-realization that the individual tries to reach, as it directs the personality in a sound path that satisfies his self-requirements and external environment requirements, and Rogers that his positive concept The individual is responsible for the extent of his harmony and distance from the internal conflicts that prevent him from achieving psychological compatibility and emotional balance. Experience that is incompatible with the concept of the self represents a threat to the individual that may lead to emotional turmoil and makes the individual live in conflict and become

less balanced. The world (Rogers) that people Almetznyen emotionally that they Atzmon social effective and spontaneous, flexibility and self-confidence, and the ability to correct the positions of meditation, and rely on their own experiences. (Ismail, 2005, 57)

Second: self-confidence:

There is no doubt that the concept of self-confidence is one of the important psychological concepts in the formation of the human personality and its refinement, which contributes to the performance of its positive role in the building and development of society. The feeling of the individual that he trusts in his abilities and himself and his potential makes him aware of his value and existence and his humanity and that he is able to perform his duties. (Ali and others, 2015, 37)

The concept of self-confidence is of interest to researchers, educators and psychologists, because it has the effect of making the individual responsible and able to face difficulties and obstacles as he is confident of himself and wishes to obtain a prominent position in society and adapt to the self and reality and be an integrated person psychologically and socially. , 270)

The concept of self-confidence is associated with positive self-concept. People who have a positive concept are more confident in themselves, more involved in social activities, more open to others and more able to cope with emergency situations. (Hamdani, 2009, 39)

Al-Obeid (1995) confirms that self-confidence is a hypothetical psychological trait that can not be directly deduced. It can also be identified through the relationships, indicators, behaviors and behaviors that appear on the individual, indicating self-confidence and determining the degree of self-confidence. In the degree of self-confidence because it is characteristic of motivation that it develops in the individual's pursuit of mastery and excellence and the ability to prove self and compete. (Slaves, 1995, 3)

Methods of self-confidence:

Al-Faqqi (2007) pointed to methods that must be followed by the individual to increase his self-confidence. These methods are as follows:

1. Engage positive self-confident people because they will connect the individual to their level because it is difficult for individuals to have high self-confidence when associating with negative people, so it is best to spend time with individuals who can achieve their goals and have confidence in themselves.
- 2 - Learning from previous experiences to benefit from mistakes, learning from those mistakes to not repeat those mistakes, and overcome the negative aspects and modify them to become positive aspects, which enhances the confidence of the individual himself to benefit from previous experiences and

refining the personality of the individual.

3 - Dedicate time to think about goals and plan them to achieve them, and prepare to achieve the goals by focusing on the positive aspects, strengths and methods that must be taken into consideration to achieve the goals.

4 - Avoid situations that cause the individual tension and psychological pressure, and avoid negative debates and lack of thinking for long periods in the problems.

5 - Learn new things in the world of modern technology, which makes the individual has a broad culture and the pace of changes and developments in society, so the individual is educated, and has a positive concept of self, and self-confidence. (Al-Faqi, 2007, 24-26)

Self-confidence:

1 - absolute confidence in the soul: which is based on strong justifications do not doubt, this confidence benefit the owner and make him face the obstacles and difficulties of life strongly without fear or fear, does not escape them and accept them by imposing their strength and firm and determined to achieve its goals and ambitions.

The self-confidence is defined in certain situations and the question and the disappearance of this confidence in other positions, and the majority of people have no confidence in themselves, and then strengthen this confidence after a period of time, depending on the extent of taking the individual reasons of success and strength, He trusted himself over time. (Abu Salem, 2009, 5)

Factors affecting self-confidence:

1. Physical factors: The beauty of appearance and personal attractiveness helps to instill self-confidence, and the right person feels his ability to face difficulties and problems.

2 - Social factors: The social entity of any person and determined by his psychological entity and thought about himself, and there are levels of adaptation to social values In the negative adjustment accepts the individual subject without any addition, and other than positive social adjustment, the individual needs a degree of self - confidence.

3. Economic factors: The increase in per capita income achieves psychological comfort, and the increase of interests supports the personality, which can positively affect his self-confidence (Duski, 2013, 37)

Self-confidence from the point of view of the world Erikson:

The views on the use of self-confidence in different psychological theories, except for the theory of the world, were not clear. He emphasized that the process of forming a sense of trust becomes more difficult than the following years if it is not closely established during the first year because the roots of

dependence on others lie in it , And thus make the world (Erikson) of self-confidence is an early trait must be acquired early through the early stages of childhood to generate a sense of interaction with and trust around him, and from here begins the foundations of psychological personality training properly.

The world (Erikson) divided the stages of human growth into the following:

1. Confidence versus lack of trust (birth - 18 months).
2. Independence versus shyness and doubt (18 months - 3 years).
3. Sense of initiative vs. guilt (3-6 years).
4. Sense of effort vs. sense of inferiority (6-12 years)
5. Sense of identity versus vagueness of identity (12-18 years).
- 6 - sense of the opposite versus the sense of isolation (18-35 years)
- 7 - sense of production compared to the sense of stagnation (35 to retirement).
8. Sense of integration vs. sense of hopelessness (retirement years).

(Sunkawi, 2009, 39)

The world (Erikson) noted that the newborn's sense of self-confidence and the environment is the basis of a healthy personality, and this depends on giving the mother love, kindness, caring for the child and satisfying his various needs, such as food, drink and hygiene (Ali, 2009, 14)

Third: Previous Studies:

Axis I: Studies dealt with emotional balance:

1 - Study (Mohammad, 2008)

(A measure of the emotional balance among the students of the teachers 'and teachers' institutes whose families were subjected to cases of delinquency, search and arrest by the US occupation forces and their peers who were not exposed to it - a comparative study)

This study was conducted in Mosul (Iraq). The aim of the study was to measure the emotional balance among the students of the teacher training institutes whose families were subjected to cases of raids, searches and arrests by the US occupation forces and their peers who were not exposed to them. , The researcher relied on a ready scale for the emotional equilibrium prepared by Masoudi (2002), consisting of (70) paragraphs divided into four fields. The data were statistically treated using the following statistical methods: Pearson correlation coefficient, The main findings of the study are that students whose families have not been exposed to cases of panic and inspection by the US occupation forces have a higher level of emotional equilibrium than their peers whose families have been subjected to raids and searches by the US occupation forces. (Muhammad, 2008, 267)

2 - study (Baaiji, 2013)

((Relationship of thinking methods of emotional balance among university students))

The study was conducted in Iraq (Baghdad). The aim of the study was to identify the relationship of thinking methods to the emotional balance among the university students. The sample size was 400 students from the Faculty of Education and Science at Mustansiriyah University. The researcher relied on two measures ready for the methods of thinking and emotional balance, After processing the data, the following results were obtained:

- 1 - The ideal way of thinking is predominantly on the sample.
- 2 - There are no statistically significant differences between the sample members according to gender variables and the academic specialization in thinking methods.
- 3 - enjoy the members of the sample with a high level of emotional balance.
- 4 - There are no statistically significant differences between the sample members according to sex variables and the academic specialization in emotional balance.
5. There is a negative inverse relationship between thinking methods. (Baiji, 2013, 1)

3 - Study (Ashour, 2017)

((Psychological resilience and its relation to the emotional balance of care nurses in hospitals in the Gaza Strip))

The study was conducted in Gaza (Palestine). The study aimed at identifying the psychological resilience and its relationship with emotional balance among the intensive care nurses in the governmental hospitals in the Gaza Strip. The sample size was (147) nurses and nurses. And the researcher used the following statistical methods: (Alpha-Krobnach equation, Pearson correlation coefficient, Spearman equation, Brown, second test for two independent samples, Schiffe test, analysis of mono-variance). The study showed the following results:

1. The members of the sample enjoyed a high level of psychological resilience.
- 2 - enjoy the members of the sample high level of emotional balance.
- 3 - There is a positive correlation between the variables of psychological resilience and emotional balance.

(Ashour, 2017, v)

The second axis: Studies on self-confidence:

1- Study (Al-Tai, 2007)

((Self-confidence and its relationship to some variables among students of the Faculty of Education at the University of Mosul))

The study was conducted in Iraq (Mosul). The study aimed to identify the

self-confidence and its relation to some variables (gender, grade, academic specialization) among the students of the Faculty of Education at the University of Mosul, the size of the research sample (200) The researcher used the following statistical methods: (Pearson correlation coefficient, T-test for one sample, T-test for two independent samples, Point-per-cycle correlation coefficient). The study showed the following results:

1. Students enjoy a good level of self-confidence.
- 2 - Students enjoy a good level of motivation achievement.
- 3 - There is a positive correlation between the variables of self-confidence and motivation achievement.
- 4 - There are no statistically significant differences in self confidence for students in variables (gender, grade, academic specialization) (Al-Tai, 2007, 293)

2 - Study (Saadi, 2014)

(Self-confidence and its relation to social development among high school students in the Directorate of Bani Kenana)

The study was conducted in Jordan (Beni Kenana). The aim of the study was to identify the level of self-confidence and its relationship with social development among the secondary school students from the Directorate of Beni Kenana. The sample size was 326 students. The researchers prepared two measures: self confidence, , And the researcher used the following statistical means: (Persson correlation coefficient, the test of one sample, the test of two independent samples, and the study showed the following results:

- 1 - The level of the sample in the self-confidence was average.
- 2 - The level of the sample of the social growth was moderate.
- 3 - There is a positive correlation between the variables of self - confidence and social growth (Saadi, 2014, 112)

3 - study (Shridi, 2016)

(Self-confidence and compatibility with university life as life-proofs for students of the Faculty of Education, Qassim University)

The study was conducted in Saudi Arabia (Buraydah). The study aimed to identify self-confidence and compatibility with university life as a sign of satisfaction with life among the students of the Faculty of Education, Qassim University. The sample size was 40 students.

- Satisfaction with life prepared by (Desouki 2013)
 - self-confidence scale prepared by (Abdullah 1997)
 - Scale of compatibility with university life prepared by (Abdel Salam 2008)
- The researcher used the following statistical methods: (Spearman-Brown equation, T-test for one sample, T-test for two independent samples, Multiple

regression analysis, Mono-variance analysis). The study showed the following results:

1 - enjoy a high level of self-confidence and compatibility with university life and satisfaction with life.

2 - There is a positive correlation between the variables of self-confidence and satisfaction with university life, and satisfaction with life in the sample members. (Al-Shuraidi, 2016, 281)

Fourth: Indicators and indications from previous studies:

1- The objectives: The previous studies differed according to the different variables. The first axis studies aimed to identify the emotional equilibrium and its relation to the following variables: (thinking methods, sex, academic specialization, psychological steadiness). The second axis studies aimed to identify self-confidence and its relation With the following variables: gender, grade, academic specialization, achievement achievement, social growth, compatibility with university life, satisfaction with life, and current research aims to identify the emotional balance and its relation to self-confidence among students of the special education department.

2 - Sample: The previous studies varied in terms of sample size, and the sample size ranged between (40 - 750) students, as in my studies: (Shridi, 2016), and Muhammad (2008).

In the current research, an appropriate sample will be chosen from the students of the Special Education Department.

(2016), while some researchers have prepared standards as tools in their research, as in the study of Ashour (2017) , Al-Tai (2007), Saadi (2014).

In the current research, the researcher relied on a ready scale for the emotional stress prepared by (Masoudi, 2002), as well as the researcher prepared a questionnaire of self-confidence.

Statistical methods: The statistical methods used in the previous studies can be summarized as follows: Pearson correlation coefficient, one test for one sample, the test of two independent samples, the correlation coefficients of Pacerill, the Alpha-Cronbach equation, the Spearman-Brown equation, Schiffe test, multiple regression analysis).

In the current research, the appropriate statistical means will be chosen for the nature and objectives of the research.

5 - Results: The previous studies differed in their findings according to the different objectives and variables of those studies.

Research methodology and procedures:

First: Research methodology:

The researcher relied on descriptive research methodology to suit the nature and objectives of the research

Second: Research Community:

The current research community is determined by all the students of the Special Education Department for the academic year 2018/2019 with 228 students, 135 students in the first grade, 38 students in the second grade, 13 students in the second grade, Third grade, and 42 students in the fourth grade.

Third: Research Sample:

The study sample was chosen from the first and fourth grades of 80 students, 60 students in the first grade and 20 students in the fourth grade.

Fourth: Research Tools:

1 - the measure of emotional balance:

The researcher based the measure of emotional equilibrium prepared by (Masoudi, 2002), and consists of the scale of (60) paragraph with the four alternatives: (always, often, sometimes, rarely).

Believe the emotional balance of balance:

The truth is that the test or measure actually measures the ability, attribute, direction, or readiness that the test or measurement is designed to measure, which actually measures what it is intended to measure (Issawi, 2003, 323).

The correctness of the scale was confirmed by presenting it to a committee of arbitrators in the field of educational and psychological sciences (Appendix 1). All amendments proposed by the arbitrators were made, and some paragraphs were changed by adding other paragraphs proposed by some arbitrators.

Stability of the emotional equilibrium scale:

Stability is that the test or scale gives the same results if applied to the same individuals and in the same circumstances (Mandelawi et al., 1989, 68).

The stability of the emotional equilibrium scale was calculated by means of the midterm split. The scale was applied to the sample of stability of (60) male and female students, (40) students in the first grade and (20) students in the fourth grade on Monday (3/12/2018)). The stability sample was excluded from the basic sample and the coefficient of stability of the emotional equilibrium (0.79) was a good stability factor.

Emotional Balance Scale Correction Standard:

In terms of positive subjects, alternatives (always, often, rarely) were given, respectively (4, 3, 2, 1). As for the negative subjects, Always, often, sometimes, rarely (grades respectively) 1, 2, 3, 4), thus measuring the scale between (60 - 240).

2. Self-confidence questionnaire:

The researcher looked at several measures of self-confidence. The researcher prepared a self-confidence questionnaire consisting of (30) paragraphs with three alternatives (often, rarely, rarely).

Self-confidence questionnaire:

The veracity of the questionnaire was confirmed during its presentation to a committee of arbitrators specialized in the educational and psychological sciences (Appendix 1). The amendments and observations were made by the arbitrators on the paragraphs of the questionnaire.

Self-confidence questionnaire:

(40) students in the first grade and 20 students in the fourth grade. The same sample was used to measure the emotional balance, The questionnaire was applied on Thursday (6/12/2018). Two weeks later, the questionnaire was applied to the same sample on Thursday (20/12/2018). The coefficient of stability of the questionnaire (0.80) is a high stability coefficient.

Standard self-confidence questionnaire correction:

The researcher relied on a single criterion to correct the paragraphs of the questionnaire. Since all paragraphs of the self-confidence questionnaire were positive, the alternatives were given (often, rarely) the grades respectively (3, 2, 1).

Application Search Tools:

The researcher applied the emotional equilibrium measure on the basic sample of (80) students and students on Wednesday (26/12/2018). The self confidence questionnaire was applied on Thursday (27/12/2018).

Statistical means:

Pearson correlation coefficient.

Spearman-Brown coefficient.

3 - The final test of one sample.

4- The final test for two independent samples. (Return, 2002, 38-69).

View and discuss results:

The first objective: (measuring the level of emotional balance among students of the Department of Special Education):

In order to achieve this goal, the calculated mean and the standard deviation of the members of the research sample were calculated. The average scores of the individuals in the research sample were 33 and 183. The theoretical average (the mean average) 150, and the comparison between the two averages, A single sample test for the statistically significant significance test, as shown in Table (1)

Table (1)

The results of the t-test were used to find difference between the average samples cores ant the mean of the emotional equilibrium

Sample	Arithmetic average achieved	Standard Deviation	Cortical Average	T Value		Level of Significance
				Calculated	Table	
80	188.33	23.99	150	42.12	1.66	D. statistically in level of significance at (0,05)

Table 1 shows that there is a statistically significant difference between the arithmetic mean and the theoretical average. The difference is in favor of the arithmetic mean. This indicates that the students have a high level of emotional equilibrium. Have gained experience and gained experience and experience, and benefited from the difficult circumstances and attitudes and their insistence on overcoming them, overcoming them, adapting, adapting and reconciling with themselves and their reality, and dealing with situations and problems by controlling their emotions in a balanced manner.

The second objective: (measuring the level of self-confidence among students of the Department of Special Education):

In order to achieve this goal, the calculated mean and the standard deviation of the sample were calculated. The average score of the research sample was 77.16 and the theoretical average (60). In comparison, the average of the sample was higher than the theoretical average, The test of one sample for the test of significance of the differences statistically, as shown in Table (2)

Table (2)

The results of the t-test were used to find the difference between the average samples scores and the mean of the self confidence questionnaire

Sample	Arithmetic average achieved	Standard Deviation	Cortical Average	T Value		Level of Significance
				Calculated	Table	
80	77.16	7.64	60	12.06	1.66	D. statistically in level of significance at (0.05)

It is clear from Table (2) that there is a statistically significant difference between the arithmetic average and the theoretical average. The difference is in favor of the arithmetic mean. This indicates that the students have a high level of self-confidence and the likely explanation for this is their dependence on pressures Life, obstacles and difficulties. This stems from the fact that they are positive personalities who are confident of themselves and have a desire, ambition and optimism towards the future, which will improve their personalities and make them more efficient and able to cope with the conditions and changes in all areas of life.

The third objective: (To identify the correlation between the variables of emotional balance and self-confidence among students of the Department of Special Education):

To achieve this objective, a correlation coefficient between emotional equilibrium and self-confidence was calculated in the 80-member sample. The coefficient of correlation (0.18) and the detection of the significance level of the correlation coefficient were applied to two independent samples. The result showed a positive positive correlation between the variables At the level of significance (0.5) and the degree of freedom (78). The calculated T value (4.71), which is greater than the tabular T value of (1.66) as shown in Table (3)

Table (3)

The correlation coefficient between emotional balance and self – confidence

Sample	Value of correlation coefficient	T Value		Level of Significance
		Calculated	Table	
80	0.18	4.71	1.66	D. statistically in level of significance at (0.05)

It is clear from Table (3) that there is a positive relationship between the two variables, ie, the greater the emotional equilibrium, the greater the self confidence among the sample. The likely explanation for this result is their dealing with the conditions, difficulties, tensions and obstacles with a balance and this stems from their great confidence in themselves and their abilities and their ability to overcome And achieve their goals and ambitions.

Conclusions:

1 - Students enjoy a high level of emotional balance, and this reflects their ability to control their emotions to gain the ability to meet the conditions effectively and using positive methods and methods.

2 - Enjoy the students a high level of self-confidence, which led to the achievement of goals based on their confidence in their abilities and potentials.

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

1- Enhancing the role of educational guidance in encouraging students to maintain their emotional equilibrium and investing in this feature through participation in educational activities.

2 - Teaching and guiding students on the need to benefit from self-confidence through the investment of positive and strong points in the characters of the students to achieve their goals.

Proposals: In order to complete the current research, the researcher proposes the following studies:

1 - emotional stability and its relationship to personal characteristics of students of the Faculty of Basic Education.

2 - self-confidence and its relationship with the future concern of students of the Department of Special Education.

Sources

1. Abu Salem, Ashraf Fouad Mohamed, (2009), How to Build Self-Confidence, Institute of Public Administration, Guidance and Guidance Section, Saudi Arabia, Internet, (www.ipa-sa).
2. Ahmed, Suhair (2003), Personal Psychology, Alexandria Center for Publishing and Distribution, Alexandria, Egypt.
- 3 - Ismail, Arzu Abdul Hamid, (2005), the method of knowledge "hardness - flexibility" and its relationship to emotional balance among university students, Master Thesis, Faculty of Education for Human Sciences, University of Salahaddin, Erbil, Iraq.
- 4 - Badr, Dr. Tareq Mohammed, (2017), emotional balance among students of the University of Qadisiyah, Faculty of Arts, University of Qadisiyah, Iraq.
- 5 - Baiji, Jamal Nasser Hussein, (2013), the relationship of thinking methods of emotional balance among university students, Master Thesis, Faculty of Education, University of Mustansiriya, Baghdad, Iraq, Internet (ducation@uomustansiriya.edu)
6. Al-Jumaili, Ali Alij, (2005), The Effect of Realistic Therapy and Social Skills in Raising the Level of Emotional Equilibrium in Middle School Students, PhD Thesis, Faculty of Education, Mustansiriya University, Baghdad, Iraq.
7. The Squid, Nada Luqman Mohamed Amin and Wael Abdul-Jabbar Ahmed, (2012), "The Effect of Using the Dialogue Method in the Achievement of Islamic High School Students in the Hadith and the Development of Confidence in Themselves", Journal of Researches of the College of Basic Education, Volume 11, 3), University of Mosul, p. (106, 140).
8. Hasso, Haji Mghsu, (2010), readiness for suicide and its relation to the emotional balance of teachers and teachers of the schools of Simeel, Master Thesis, Faculty of Arts, Free University, Department of Educational and Psychological Sciences.
- 9- Al-Hamdani, Jihan Adel Fadel, (2009), the use of strategies to teach mathematics in the achievement of third-grade students from the Institute of preparing teachers and developing their self-confidence, Master's Thesis, Faculty of Education, Mosul University, Iraq.
10. Khalidi, Adeeb, (2002), Reference in Mental Health, Second Edition, Dar Al Arabiya Publishing and Distribution, Libya.
- 11- Dussky, Imad Ali Safar, (2013), The Effect of Using Karin Model on Acquiring Historical Concepts of 10th Grade Students and Developing Their Self-Confidence, Master Thesis, Educational and Psychological Sciences, Department of Education and Psychology, Dohuk University, Iraq.

- 12- Deeb, Iman Abdul Karim, (2014), the social behavior of the university student, the Internet
www.al mualem.net ()
- 13- Spring, Faysal Khalil and Ramzi Mohammed Attia, (2016), "Emotional Balance and its Relation to Self-Control among Yarmouk University Students", Journal of Educational Sciences Studies, Vol. 43, Supplement (3), pp. 1117-1136, Jordan.
- 14- Raouf, Ibrahim Abdul-Khaliq, (2003), "Stress and self-confidence among students of Teachers College (Comparative Study), Journal of Teachers College, Mustansiriya University, No. 37, pp. 269-284, Baghdad, Iraq.
- 15- Al-Zubaidi, Yunus Taher Khalifa, (1997), Judt the decision and its relation to emotional balance and the position of control among the general managers, PhD thesis, Faculty of Arts, Mustansiriya University, Baghdad, Iraq.
16. Saraya, Hadi, (2013), self-confidence and its relation to school adaptation and motivation for achievement, field study on a sample of students of the third year secondary in the city of Ouargla, University of Algeria.
- 17-Al-Saadi, Sahar Abdullah, (2014), "Self-Confidence and its Relationship to Social Growth among High School Students in the Directorate of Education of Bani Bani Kanan", Journal of College of Education, Dammam University, Saudi Arabia.
- 18- Shankar, Hoshyar Siddiq Mohamed, (2009), Emotional intelligence and its relation to self-confidence among adolescents in middle schools in Sulaymaniyah city, Master Thesis, Faculty of Education for Human Sciences, Sulaymaniyah University, Iraq.
- 19- Al-Shuraideh, Amal Bint Saleh Sulaiman, (2016), "Self-confidence and compatibility with university life as satisfied with life in the students of the Faculty of Education in Qassim University", Journal of Arab Studies in Education and Psychology, No. 76, 308).
- 20 - Shammari, Mohammed Saud, (2001), personal characteristics of people with high psychological endurance and the relationship with parental treatment methods of university students, PhD thesis, Faculty of Education, University of Mustansiriya, Baghdad, Iraq.
21. Al-Tai, Anwar Ghanem Yahya, (2007), "Self-Confidence and its Relation to Some Variables in the Students of the Faculty of Education at Mosul University", Journal of Education and Science, Volume 14, No. 1, pp. 293-306, Iraq.
- 22- Autech, A. Gergout, (2016), "Self-confidence and its relation to motivation for achievement among university students - University of Hama Lakhdar in the valley model", Journal of Social Studies and Research, Al-Shaheed University Hama Lakhdar, 91), Algeria.
- 23- Ashour, Basil Mohammed, (2017), Psychological Resilience and its Rela

tion to the Emotional Balance of Intensive Care Nurses and Nurses in Government Hospitals in the Gaza Strip, Master Thesis, Faculty of Education, Islamic University, Gaza, Palestine.

24 - Slaves, Mohammed Hussein, (1995), self confidence in the students of public schools in Irbid educational area and its relation to some variables, Master Thesis, Graduate School, University of Jordan, Amman, Jordan.

25- Al-Obaidi, Wassan Naser Mohammad, (2002), cognitive style and its relation to psychological stress among Baghdad University students. Master Thesis, Faculty of Education, Ibn al-Haytham, Baghdad University, Iraq.

26 - Akashi, Bushra Ahmed Jassim, (2000), concern of the future and its relationship with some variables among university students, Master Thesis, Faculty of Education, University of Mustansiriyah, Baghdad, Iraq.

27. Ali, Sumaya Mustafa Ragab, (2009), The Effectiveness of a Suggested Guidance Program for the Development of Self-Confidence among Students of the Islamic University of Gaza, Master Thesis, Faculty of Education, Islamic University of Gaza, Palestine.

28- Ali, Abdullah Hazza and others, (2015), "Building Self-Confidence Scale for Teachers and Teachers of Physical Education in Baghdad Governorate", Journal of Physical Education College, Baghdad University, Vol. 28, No. (1), pp. 36-52) , Baghdad, Iraq.

29- Issa, Hussein Abdel Hamid, (2013), Social Intelligence and its relationship to emotional balance and satisfaction with life in Gaza Traffic Police Department, Master Thesis, Faculty of Education, Islamic University, Gaza, Palestine.

30. El-Essawi, Abdel-Rahman Mohamed, (2003), Psychological and Mental Tests and Metrology, Knowledge Facility in Alexandria, Egypt.

31- Al-Ghamdi, Saleh bin Yahya Jarallah, (2009), speech disorders and their relation to confidence and self-esteem among a sample of middle school students, PhD thesis, Faculty of Education, Umm Al-Qura University, Saudi Arabia, www.edu.gov. sa

32- Al-Faqi, D. Ibrahim, (2007), Trust and self-esteem, Free Publishing House, Cairo, Egypt.

33, Al-Qahtani, Ali bin Nasser, (2013), emotional balance and its relationship with the five major characteristics of a sample of drug users in the Western Region in Saudi Arabia. Master Thesis, Faculty of Education, Umm Al Qura University, Saudi Arabia.

34, Muhammad, Dr. Fadilah Arafat, (2008), "Measuring the emotional balance among the students of the institutes of the number of teachers and teachers whose families were subjected to cases of delinquency, search and arrest by the US occupation forces and their peers who were not exposed to them" , No. 3,

pp. 267-293, Mosul, Iraq.

35 - Masoudi, Abdul, (2002), measuring the emotional balance of university students build and apply, Master, Faculty of Education, University of Baghdad, Iraq.

36- Mandalawi, Kassem and others, (1989), tests, measurement and evaluation in physical education, House of Wisdom for Publishing and Distribution, Baghdad, Iraq..



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 35, Especial N° 20, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve