

Histrionic behavior and its relationship to social desirability among kindergarten students

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Abstract

The current research aims to identify:

1. False behavior among kindergarten students.
2. Social desirability among kindergarten students.
3. The correlation between pretended behavior and social desirability among kindergarten students.
4. Significance of statistical differences in the correlation between pretended behavior and social desirability among kindergarten students according to the variable of the school stage (first, second, third and fourth)
5. The extent of the role of artificial behavior in the social desirability of kindergarten students.

The research sample consisted of (400) female students from the Kindergarten Department, who were chosen by a simple random method in proportion and proportion from the female students of the Kindergarten Department in the College of Basic Education at Al-Mustansiriya University.

INTRODUCTION

The researcher used two tools, the first is the artificial behavior scale, as the researcher prepared it, and it consists of (39) items, and the second tool is the social desirability scale of Marlow Crowne, 1969, which was adopted by the researcher, and it consists of (28) items distributed on two dimensions, namely (attribution and denial).

The researcher verified the psychometric properties of the two scales through virtual validity, as she presented the paragraphs to (13) experts, and constructive validity in the manner of the two extreme groups

(discrimination power, the correlation of the paragraph score with the total score of the scale, the correlation of the paragraph score with the total score of the field to which it belongs, and the correlation of the scale domains among themselves), and the stability of the two scales was verified by the re-test method and the application of Cronbach's alpha equation.

After applying the two tools on the research sample and analyzing the data, the researcher reached the following results:

1. The weakness of the pretended behavior of the students of the Kindergarten Department

2. Kindergarten students are characterized by social desirability.

3. There is a positive correlation between pretended behavior and social desirability among kindergarten students.

4. There are differences in the relationship between pretended behavior and social desirability according to these stages (the second and fourth stage) and (the third and fourth stage), and these differences were in favor of the second and third stage.

5. Behavior that pretends to be socially desirable contributes to a small percentage of 35%.

After reaching the results, the researcher recommended the following:

- The family should cultivate self-confidence in the hearts of its children, especially girls, during education, and seek to prevent strange appearances in dress and imitative and artificial behaviors that lead to the girl's loss of her spontaneity and nature, through constructive guidance and awareness.
- Holding scientific seminars to educate female students about aspects of mental health, including artificial behavior. The researcher suggested taking the following actions:
- Conducting a study of the effect of artificial behavior on other social classes such as kindergarten teachers, parents, ...etc
- Conducting a study to identify the effect of a counseling program in reducing the artificial behavior of kindergarten students.
- Conducting a study of the relationship of artificial behavior with other variables such as (emotional deprivation, family violence, birth order, self-confidence, low self-esteem, obsession with perfection, self-love, etc.).
- Conducting a study of the relationship of social desirability with other variables such as

(excessive sensitivity to criticism, self-love, need for love, anxiety, physical style, ambition...etc).

Research problem:

Histrionic behavior refers to a group of behaviors by which the owner aims to escape from certain situations and events and seeks to adopt behaviors that suit new circumstances in order to get rid of anxiety, emotions or internal conflict situations that the individual goes through, which often appear through his speech style as he tries to attract attention. others and impress them and seeks to be the center of their attention and the focus of their eyes. (Beck, 1990, P283) Manifest behavior is characterized by methods of exaggeration in imagination and is closer to theatrical acting, impulsiveness, love of appearance, affectation, show-off, and dependence on others. (Blacker, 1991, p.15-66

Millon (1990) believes that there is no pretender who was loved as much as required in his childhood, because the pretender is a frequent response to frustration in the need for love and affection, and that the pretender uses his pretend as a means to attract attention and to indicate his need for love and acceptance from others, and these responses are repeated among people Those who lack love, care and support, and that the lack of love and weak acceptance leads to negative growth and weak ability to give other people true love, and then leads to artificial behavior (Millon, 1990, P369).

Beck (1990) indicates that people who feel weak in love and security show exaggerated behavioral methods to show through them that they can achieve their desires and needs in order to attract attention from those who have the ability to meet their needs and respond to them. Incorrect behavior and a reason for others to mock him, and that is why he tries to escape from this personality that does not give him love and attention on the part of society,

so he adopts another type of behavior to better integrate with society, according to his belief, so the individual assumes a nature other than his true nature if he wants to achieve a goal. He may appear foolish in order to alienate others from him, or appear attractive in order to gain admiration from others and be desirable in his society. (Beck, 1990: 214), Social desirability is a potential problem whenever self-report measures and tests are used to evaluate tendencies and emotions, and the respondent tends to accept behavioral models with positive indicators and tends to deny models with negative indicators, and no study has proven that individual responses are devoid of the influence of social desirability. (Ismail, 2021: 2)

From the aforementioned, and the fact that the researcher was a student in the kindergarten department and is currently a teaching assistant in the same department, she believes that the phenomenon of artificiality has become widespread in society, especially among female students, as they have become unrealistic roles that do not represent their real personalities. A great effort in order to appear in the image that she thinks is appropriate or to achieve the goal or purpose that she wants, and that returning to her instinct has become difficult and complicated, which leads her to the loss of her identity or her melting into other identities.

And that these students have tendencies towards dramatic and turbulent emotional states that can be expressed in fake behavior, and that the expression of these tendencies may be exposed to others as manipulation of their feelings, which is definitely unacceptable and unhealthy behavior.

The researcher reinforced the problem of her research through an exploratory study of a sample of (50) female students in the Kindergarten Department. She sent them an exploratory questionnaire that included the question (closed, open) (Appendix 1,

Appendix 2), and after unpacking the answers, the researcher concluded that 40% of The female students have an imposing behavior and 60% of the female students have social desirability.

From the foregoing, the problem of the current research was determined by the following question:

- Is there a relationship between pretended behavior and social desirability among kindergarten students?

Research importance:

Disclaimer (2004) indicates that the pretender develops his behavior in pretending to be deceptive, fake and trivial things to others by using crying when feeling rejected and threatening suicide. (Disclaimer, 2004: 3), while Peele points out that fake behavior is a model of evasion, denial, and deception in dealing with others. (Retzlaff, 1995: 147).

And the World Health Organization (1994, ApA) showed that fake personality disorder is characterized by behavioral patterns that deviate from common behaviors in society. The injured individual: 630) 1994. ApA).

Oldman (1996) believes that the fake behavior is the result of psychological defense mechanisms, and that the personality with the fake behavior tends to external events more than internal events, and therefore the fake individual blames those who surround him in the event of his failure and disappointment (Oldman 1996) 143 ,.

Bornstein (1996) believes that artificial behavior makes its owner feel respect, self-satisfaction, and prestige: Bornstein 1996 (122).

McKeer (Mc Crae, 1994) believes that affective behavior is a functional neurological disorder that includes feelings of guilt, irritability, tension, despair, shame, fear, anger, depression, difficulty in preventing or

repressing desires such as the desire to eat, irrational beliefs such as fantasy, and pessimism (Mc Crae, 1994: 306).

As for social desirability, it involves in its essence a set of morals, values, customs, and traditions, which in their entirety form the basis of the moral and social growth of the individual, as the totality of the variables that occur in the moral provisions of the individual and form them, and then represent a social force that binds the individual and determines his social actions (Lovel, 1972, 122).).

(Al-Zoubi, 1994) points out that social desirability is represented by the controls that determine the behavior of individuals in society and explains the extent of their commitment to social standards, bearing responsibility and performing social duties that include religious teachings, moral standards, values, legal provisions, regulations, customs, traditions, and norms that It defines what is correct and incorrect, what is permissible and what is not, as well as what is permissible and what is not permissible. In short, this means what should or should not be in the behavior of individuals (Al-Zoubi, 1994, 150).

Social desirability may be indirect relationships between individuals, in some cases an individual may want to be close to another individual without contact with him, and this individual has a prominent social position, as he looks at his behavior as an example of socially desirable behavior. When conducting an interview with an unknown person and asking about his work (this person may be working in a socially undesirable field), he will answer about a socially desirable job and has his socially acceptable status and tries to appear in a pleasant way. Here, the person's answer is for the purpose of social acceptance and as a way to reduce the differences in social desirability. ((Hunt, 2000, 1468

Negative reinforcement of socially undesirable behavior may lead to

Reinforcing the socially desirable behavior, which changes the individuals' view of the world, and thus they change their behavior to avoid the feeling of insecurity and satisfaction among the group, and if positive reinforcement of their new behavior occurs, they

And based on the aforementioned, measuring the artificial behavior of female students in the kindergarten department is important and necessary in order to modify this behavior before it develops and becomes a psychological disorder that affects the personality of the student as a future kindergarten teacher and then the personality of the affected child, as studies have shown that trends The psychology of students changes through the educational programs they receive (Evans, 1965: 9).

And since the behavior of female students in the kindergarten department has a clear impact on their personality and their relationships with the community surrounding them, and then its impact on the behavior of children in the future, it is necessary to know the nature of this behavior and its absence from psychological disorders that negatively affect the personality of the student and the future teacher of the child.

The kindergarten teacher's main task is to provide the appropriate environment for the child, which gives him the opportunity to grow in a healthy manner by providing appropriate guidance for the child and working to explore his latent abilities and talents and work on developing and developing them, in addition to providing him with basic skills that help him express his needs in a natural atmosphere devoid of inhibition. In order for the child to express his truth and give a clear picture of himself, the teacher must provide an atmosphere in which

a sense of security and reassurance prevails so that the child feels free and able to work actively, self-confidence, and express himself without fear. (Ibrahim, article in Al-Moallem magazine)

Hence the importance of studying the behavior of the kindergarten teacher, being the cornerstone for building the child's personality and developing it in a healthy development, and the fact that the child is imitating his teacher without awareness of him because he considers her the second mother and the role model that is affected by her behavior, whatever it is, so the behavior of the kindergarten teacher must be a healthy behavior devoid of any Disturbance, no matter how slight, because this will undoubtedly be reflected in the behavior of children in the future, so the current study is of great importance because the study and analysis of reality represents an essential step for any action towards change and development. The current study aims to identify the artificial behavior of kindergarten students and its relationship to social desirability.

Research aims:

The current research aims to identify:

- 1- The artificial behavior of the students of the Kindergarten Department.
- 2- The social desire of the students of the Kindergarten Department.
- 3- The correlation between pretended behavior and social desirability among kindergarten students.
- 4- Significance of statistical differences in the correlation between pretended behavior and social desirability among kindergarten students according to the variable of the school stage (first, second, third and fourth).
- 5- The extent to which the pretended behavior contributed to the social desirability of the students of the Kindergarten Department.

Search limits:

- 1- Human limits: Kindergarten students.
- 2- Spatial boundaries: Al-Mustansiriya University - College of Basic Education - Kindergarten Department
- 3- Time limits: the academic year 2022-2023
- 4- Scientific limits: artificial behavior and social desirability

Define terms:

- 1- Histrionic behavior

Definition of the World Health Organization (1994):

Physical attractiveness-seeking behavior, exaggerated expressions of emotion, and self-centeredness. (WHO, 1994: 230)

Definition of the American Psychiatric Association (2013):

An excessive pattern of attention-seeking behavior that usually begins in early childhood. (DSM-5, 2013: 667)

The theoretical definition of the researcher:

It is a pattern of behavior in which a person wants to attract attention and get more love and attention by adopting unreal behaviors for the purpose of achieving self-goals, and it is characterized by a high degree of suggestion and ease of being influenced by others.

The researcher's definition:

It is the total score that the student obtains when answering the items of the Manipulative Behavior Scale.

- 2- Social Desirability:

Crown Marlowe (1960) defines the need to provide answers that are culturally acceptable to society. Doron & Barot, 2001

The theoretical definition of the researcher:

The researcher adopted Marlowe Crown's (1960) definition of social desirability because she adopted his measure.

Researcher's definition:

It is the total score obtained by the student when she answers the items of the Social Desirability Scale (1960) Marlowe & Crown.

3- Kindergarten students:

“They are the female students who have completed preparatory studies or the Institute of Applied Arts and have been accepted in the Kindergarten Department and are granted a Bachelor’s Degree in Kindergarten” (College of Basic Education Guide, 2018: 5).

Research methodology and procedures

First: Methodology of Research

The research methodology is an essential pillar of scientific research, and it is clear that there is more than one scientific method used by researchers to conduct their scientific research, and among those research methods is the descriptive method, as this method is based on studying the phenomenon as it exists in its reality and describing it accurately through the collected data And working on organizing and classifying them, in order to reach conclusions and generalizations through the results that are obtained through the use of data collection tools (Al-Jadari and Abu Halo, 2009: 198), and that the descriptive approach takes multiple forms and methods, and the most prominent of these methods that are classified on It is one of the methods of the descriptive approach is the correlation method because it describes the current state of the relationship between the variables (Gay, 1990:279).

To achieve the objectives of the research, the researcher used the descriptive approach,

relying on the correlational method, as it is the most consistent with the objectives of the current research (Al-Abnudi, 98: 2018).

This chapter includes a presentation of the research procedures in order to achieve its objectives, starting with defining the research community and its sample, and the steps followed by the researcher in preparing the tools of her research tagged with (artificial behavior and its relationship to social desirability among kindergarten students) starting from the formulation of the paragraphs of the scale, proceeding with other procedures represented in identifying indicators of honesty And the stability and statistical methods that the researcher will use in analyzing the data.

Second: Population of Research

The research community (Population of Research) is defined as the total group with the elements that the researcher seeks to generalize its results on which are related to the problem. (Odeh and Malkawi, 1992: 159), and the process of defining the research community is one of the important elements in all psychological and educational research, as it must be done before starting. Research and application of the diagnosis and identification of the research community. (Al-Tamimi, 2009: 96), and the research community is determined by all the vocabulary related to the studied phenomenon.

Society is defined by a small group, such as kindergarten or school children, so society should be described in an integrated manner with all its variables, which are represented by number, geographical location, culture, educational level, age, etc. (Al-Jabri, 2011: 88-89)

The current research community consists of female students of the Kindergarten Department in the College of Basic Education at Al-Mustansiriya University, for the academic year (2022/2023), and their number

is (794) students, distributed over four fourth), and Table (1) illustrates this. academic stages (first, second, third, and

Table (1) The research community is divided into academic stages

The college	the first stage	the second stage	the third stage	the fourth stage
Al-Mustansiriya University / College of Basic Education / Kindergarten Department	174	160	300	160
Total	794			

Third: the Simple of Research sample

The research sample represents part of the community on which the study will be conducted, as the researcher selects it according to certain methods for the purpose of conducting his study on it according to special rules to properly represent the community. (Dawood and Abd al-Rahman: 1990, 57)

The selection of the sample for the study is one of its most important steps because the results it will reach depend entirely on the characteristics of the sample, the extent to which it represents the original community, and the possibility of generalizing its results to

the members of the original community from which it was drawn.

The researcher chose the sample randomly, stratified by ratio and proportionality, from the female students of the Kindergarten Department in the College of Basic Education, whose number is (400) students, as a number of researchers and specialists indicate that the appropriate sample size in constructing psychological measures should be no less than (400).) An individual. (Al-Zawbai, 1981: 73), and this sample represents (50.377%) of the total members of the original community, as shown in Table (2):

Table (2) The research sample is divided into academic levels

College	The first stage	The second stage	The third stage	The fourth stage	The grand total
College of Basic Education/ Kindergarten Department	87	80	153	80	400
The percentage of the sample from the research community	50.377%				

Fourth: search tools

Research tools are among the basic elements agreed upon in descriptive research, and they vary according to the most appropriate tool that will give the most accurate results, and they are determined based on the requirements and form of the research (Saleh 2002: 197).

They are codified objective methods used to measure a sample of behavior, and the process of choosing a tool is of great importance in identifying the characteristic or feature to be measured (Anastasi, 1976:15), and to achieve the objectives of the research, the researcher built a measure of artificial behavior and adopted the Marlowe Crown

measure of social desirability (1960).) Crown Marlowe.

First: the fake behavior scale

- Statistical Items analysis

1- Item discrimination coefficient:

The researcher identified discrimination by applying the scale to the sample of (400) female students from the Kindergarten Department in the College of Basic Education, as they were selected in a simple random way using the method of proportion and proportion, and the percentage taken from the original community was (50,377%), and thus the number of female students reached Those to whom the scale was applied are 400 students, then the total score for each questionnaire was calculated and arranged from the highest score to the lowest score, then (27%) of the scores were taken and it is called the upper group and its size is (108) and (27%) of the scores is called the lower group and the adult Its size is (108), and studies in measurement and evaluation indicate that taking the ratio (27%) for both the upper and lower groups represents a good percentage and can be adopted because it provides us with two similar groups in terms of size and differentiation. (Al-Zawbai, 1981: 74)

Then the researcher used the t-test for two independent samples as a statistical means to calculate the discrimination coefficient for the paragraphs. The paragraph was considered distinct if the t-value calculated for it was greater than the tabular t-value of (1.96).

The tabular t-value is at the level of significance (0.05) and with a degree of freedom (214) equal to (1.96).

The results showed that all the t-values calculated for the scale items are statistically significant when compared to the tabular t-value of (1.96), which means that the scale

items have a good ability to distinguish between the upper and lower groups in grades.

2- The correlation of the paragraph score with the total score of the scale.

To verify the validity of the scale items, the researcher relied on the total score of the scale as an internal criterion through which she could extract the paragraphs' validity coefficient in the absence of an external criterion (Anastasi, 1988:211), and for that she used the Pearson Correlation Coefficient between the degree of Each paragraph and the total score of the respondent, and the results were that all the values of the correlation coefficient were statistically significant when compared to the critical value of the correlation coefficient of (0.098).

3- Statistical indicators of the fake behavior scale

Table (3) Statistical indicators of the manufactured behavior scale

Statistical indicator	the value
N	400
Mean	116.6250
Median	118.5000
Mode	129.00
Std. Deviation	20.66111
Variance	426.882
Skewness	-.041-
Kurtosis	.001
Range	121.00
Minimum	58.00
Maximum	179.00

Second: the measure of social desirability

1- Statistical Items analysis

Item Discrimination:

In order to verify the discrimination coefficient for the items of the scale, it was applied to a sample of (400) students, then the total score for each questionnaire was calculated and arranged from the highest score to the lowest score, then its percentage (27%) was taken.) of the scores called the lower group, the size of which is (108), and then the researcher used the t-test for two independent samples as a statistical means to calculate the discrimination coefficient for the items.

The paragraph is considered distinct if the t-value calculated for it is greater than the tabular t-value of (1.96), as the calculated t-value indicates the discriminatory power of the paragraph (Edwards, 1957:152), and the results showed that all the t-values calculated for the scale items have Statistical significance when compared to the tabular t-value of (1.96), which means that the items of the scale have a good ability to distinguish between the upper and lower groups in degrees.

- Correlation of the paragraph score with the total score of the scale.

The correlation of the paragraph with an external or internal criterion is a clear indicator of its validity, and in the absence of a suitable external criterion, the total score of the component or the total score of the scale becomes the best internal criterion that can be adopted in calculating this relationship. (Anastasi, 1976, 26)

This method is mainly used to see if each of the paragraphs of the scale follows the same path as the scale" (Al-Issawy, 1989, 9).

In this method, it is assumed that the total score of the scale is an appropriate criterion for the validity of the scale (Abu Hatab, 1973, 104), and there is a real and direct relationship between the paragraphs and the entire scale, as the high correlation between the total score of the scale and each of its paragraphs indicates that this The paragraph belongs to the scale, and as a result we get a homogeneous scale of

the paragraphs (Awad, 1984, 104), and to calculate the correlation of the degree of the paragraph with the total degree of the scale, the researcher used the Pearson correlation coefficient, as the results were that the value of the critical correlation coefficient was at the level of significance (0.05) and with a degree of freedom (398). It is equal to (0.098), and all the values of the correlation coefficient were statistically significant when compared to the critical value of the correlation coefficient of (0.098).

Correlation of the paragraph score with the total score of the field to which it belongs:

The sub-dimensions of the scale associated with its total degree are measurements of utmost importance for homogeneity, because they help to determine the behavior to be measured (Anastasi, 1976, 55), and to verify the correlation of the paragraph degree with the total degree of the field to which it belongs, the researcher used the Pearson correlation coefficient, as the results were The values of the correlation coefficient of the paragraph degree with the total degree of the field to which it belongs are statistically significant when compared to the value of the tabular correlation coefficient of (0.098), and this means that the paragraph measures the same characteristic that the total degree measures.

- Correlation of the domains of the social desirability scale among themselves:

To calculate the correlation between the domains of the scale, the researcher used Pearson's correlation coefficient.

2- Statistical indicators of social desirability scale.

Table (4) Statistical indicators measure social desirability

Statistical indicator	the value
N	400
Mean	86.3275
Median	86.0000
Mode	88.00
Std. Deviation	14.23647
Variance	202.677
Skewness	0.121
Kurtosis	0.887
Range	103.00
Minimum	30.00
Maximum	133.00

- The final application of the fake behavior scale and the social desirability scale:

After the researcher verified the validity of the tools that were applied to the research sample of (400) female students from the Kindergarten Department / Al-Mustansiriya University / College of Basic Education, and the researcher made sure that the forms of the manufactured behavior scale and the social desirability scale are distributed under her supervision so that the answers are expressive. Honestly express the opinion of the students freely without hesitation and embarrassment, and the researcher urged the students to answer the items of the manufactured behavior scale and the items of the social desirability scale at the same time by giving two forms to each of the students to answer them by reading the instructions and encouraging them not to leave one of the paragraphs unanswered. Because it is exclusively used for scientific

research purposes, and the application started on 10/30/2022 and the application period ended on 12/5/2022, and the average response to the paragraphs was (25) minutes.

Presentation and discussion of results

This chapter includes presenting the results that were reached by collecting, unpacking and filtering data using the SPSS program, and then discussing these results in the light of the theoretical framework and the results of previous studies in this field, according to the following:

The first objective: to identify the artificial behavior of the students of the Kindergarten Department.

After the researcher applied the fabricated behavior scale to the basic research sample, which had a size of (400) female students, the results of the statistical analysis showed that the arithmetic mean of the sample members on the artificial behavior scale reached (116.62) degrees with a standard deviation of (20.661), and when comparing the arithmetic mean of the sample with The hypothetical average of (117) degrees, and to ascertain whether the difference between the two averages is statistically significant, the researcher used the t-test for one sample in order to know the significance of the difference between the average scores of the sample and the hypothetical mean

The calculated t-value was (-0.363) degrees, which is smaller than the tabular t-value of (1.96) degrees at the level of significance (0.05), which indicates that there are no statistically significant differences between the mean scores of the sample and the hypothetical mean of the scale, and the results were as Shown in table (5)

Table (5) The results of the t-test to identify the artificial behavior of the students of the Kindergarten Department

variable	Sample volume	SMA	standard deviation	hypothetical mean	degrees of freedom	T value	
						calculated	Tabular
feigned behaviour	400	116,62	20,661	117	399	-0,363	1,96
Significance level 0,05							
is statistically significant							

The tabular t-value at the level of significance (0.05) and with a degree of freedom (399) is equal to (1.96).

It is clear from Table (5) that the calculated t-value of (-0.363) is smaller than the tabular t-value of (1.96), which indicates that the kindergarten students are characterized by artificial behavior by a small percentage.

The second objective: to identify the social desirability of the students of the Kindergarten Department.

After the researcher applied the measure of social desirability to the basic research sample, which amounted to (400) female students, the results of the statistical analysis showed that the arithmetic mean of the sample members on the scale of social desirability

was (86.32) degrees with a standard deviation of (14.23). The arithmetic mean of the sample with the hypothetical average of (84) degrees, and to ascertain whether the difference between the two averages is statistically significant, the researcher used the t-test for one sample in order to find out the significance of the difference between the average scores of the sample and the hypothetical mean

The calculated t-value reached (3,270) degrees, which is greater than the tabular t-value of (1.96) degrees at the level of significance (0.05), which indicates that there are statistically significant differences between the mean scores of the sample and the hypothetical mean of the scale, and the results were as It is shown in Table (6).

Table (6) The results of the t-test to identify the social desirability of the students of the Kindergarten Department

variable	Sample volume	SMA	standard deviation	hypothetical mean	degrees of freedom	T value	
						calculated	Tabular
social desirability	400	86,32	14,23	84	399	3,270	1,96
Significance level 0,05							
Statistically significant							

The tabular t-value is at the level of significance (0.05) and with a degree of freedom (399) equal to (1.96).

It is clear from Table (6) that the calculated t-value of (3,270) is greater than the

tabular t-value of (1.96), which indicates that the kindergarten students are characterized by social desirability, and the researcher explains this result through Adler's theory, as He sees that man is a social being and that his

personality is determined by the social environment surrounding him and the social interactions associated with it (Vicky, 1996, 1058). Therefore, he needs others to enhance himself and the continuity of his existence, because individuals have innate tendencies to interact and relate to others, and this interaction and association enables the individual to overcome his weakness and feelings of inadequacy through his cooperation with others. (Abdul Rahman, 1998, 162).

The third objective: the relationship between pretended behavior and social desirability among kindergarten students.

To achieve the goal, the researcher used the Pearson correlation coefficient to find out the relationship between artificial behavior and social desirability among female students in the Kindergarten Department, as the results were as shown in Table (7).

Table (7) The results of Pearson's correlation coefficient to identify the relationship between pretentious behavior and social desirability

variable	Sample volume	The value of the correlation coefficient for the relationship between pretended behavior and social desirability	T value		Significance level 0,05
			calculated	calculated	
feigned behaviour × social desirability	400	0,594	14,717	1,96	Statistically significant

The tabular t-value is at the level of significance (0.05) and with a degree of freedom (398) equal to (1.96).

It is clear from Table (7) that the value of the correlation coefficient for the relationship between artificial behavior and social desirability amounted to (0.594), and to test the significance of the correlation coefficient, the researcher used the t-test, and through the results of the t-test it became clear that the t-value calculated for the significance of the correlation coefficient is greater than the tabular t-value of (1, 96) Which means that there is a statistically significant positive correlation between the pretentious behavior and the social desirability of female students in the Kindergarten Department.

Fourth Objective: To identify the significance of statistical differences in the correlation between pretended behavior and social desirability among kindergarten students

according to the variable of the school stage (first, second, third, fourth).

In order to achieve the current goal, the researcher used the pretest test to find out the significance of the difference between the values of the correlation coefficient , The calculated z-value of the difference between the correlation coefficients for the variable of the school stage (first and second), (first and third), (first and fourth) and (second and third) was less than the tabular z-value, which means that there are no differences in the relationship between artificial behavior and social desirability According to these stages, with the exception of the differences in the relationship between each of (the second and fourth stages), as well as the difference between (the third and fourth stages), and these differences were in favor of the second and third stages, as the calculated values for them were greater than the tabular value of (1.96), and the researcher explains this result That the

artificial behavior is affected according to the educational stage.

The fifth objective: the extent of the role of artificial behavior in the variation in the social desirability of female students in the Kindergarten Department.

In order to find out the extent to which the pretended behavior contributed to the variation in the social desirability of the kindergarten students, the researcher used the simple linear regression analysis. Through the results of the regression analysis, it became clear that the value of the correlation coefficient for the relationship between the pretended behavior and social desirability amounted to (0.594), while the value of the determination coefficient was (0.352). Which represents the square of the correlation coefficient, then the researcher used the pf-ratio to signify the correlation coefficient, as the calculated p-ratio reached (216.5), which is greater than the tabular p-value of (3.86) at the level of significance (0.05).

Accordingly, it can be said that there is a statistically significant relationship between pretentious behavior and social desirability, and after subjecting the value of the determination coefficient to regression analysis, the results were The artificial behavior has an effect on the total variation in social desirability, and that (35%) of the variation in social desirability that can be explained using the data of the independent variable (the artificial behavior) is due to the influence of the independent variable, and the percentage (65%) is due to Other factors Through the values of the regression coefficient of the independent variable and its standard error, it was converted into the standard regression coefficient (Beta) corresponding to the independent variable, through which the significance of the independent variable in the dependent variable social desirability can be known.

The value of the regression coefficient (beta) amounted to (38,622), while the t-value calculated for it was (11,733), which is greater than the tabular t-value of (1.96), which means that there are other variables related to artificial behavior that were not included in the research, as shown in the table that Manifest behavior contributes to social desirability because the value of the standard regression coefficient (Beta) corresponding to it is equal to (0.594), and to know its statistical significance, the calculated t-value reached (14,717), which is greater than the tabular t-value of (1.96), and it is statistically significant when compared to the level of significance The statistic is (0.05), and therefore it can be said that the artificial behavior contributes to the variation in social desirability.

Conclusions:

In light of the researcher's findings, a number of conclusions can be identified, the most important of which are:

- 1- The weakness of the pretended behavior of the students of the Kindergarten Department.
- 2- The students of the Kindergarten Department are distinguished by their social desirability.
- 3- Pretentious behavior is affected by the school stage.
- 4- There are differences in the relationship between pretended behavior and social desirability according to these stages (the second and fourth stage) and (the third and fourth stage), and these differences were in favor of the second and third stage.
- 5- There is a positive, statistically significant correlation between pretended behavior and social desirability among female students in the Kindergarten Department.
- 6- The artificial behavior contributes to the difference in social desirability by (35%).

Suggestion

The researcher suggests taking the following actions:

- Conducting a study of the effect of artificial behavior on other social classes such as kindergarten teachers, parents, ...etc
- Conducting a study of the relationship of artificial behavior with other variables such as (emotional deprivation, family violence, birth order, self-confidence, low self-esteem, obsession with perfection, self-love, etc.).
- Conducting a study of the relationship of social desirability with other variables such as (excessive sensitivity to criticism, self-love, need for love, anxiety, physical style, ambition...etc).

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