

Perceived social support and its relationship to emotional clarity Kindergarten students

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Abstract

The aim of the current research is to identify:

1. Perceived social support among kindergarten students.
 2. Emotional clarity among kindergarten students.
 3. The correlation between perceived social support and emotional clarity among kindergarten students.
 4. Significance of statistical differences in the correlation between perceived social support and emotional clarity among kindergarten students according to the variable of the school stage (first, second, third, fourth).
 5. The extent of perceived social support's contribution to emotional clarity among kindergarten students.
- The research sample consisted of (400) female students from the Kindergarten Department who were selected in a stratified random way from the College of Basic Education at Al-Mustansiriya University. Two tools were used, the first is the measure of perceived social support, and the second is the measure of emotional clarity.

INTRODUCTION

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

1. Kindergarten students are distinguished by perceived social support

2. Kindergarten students are characterized by emotional clarity.

3. There is a positive correlation between perceived social support and emotional clarity among kindergarten students.

4. There are no differences between the four stages in the correlation between perceived social support and emotional clarity, except for the second and fourth stages and the third and fourth stages.

5. Perceived social support contributes to emotional clarity, but this contribution was not significant.

Through the results, the researcher reached a number of recommendations:

1. Activating the role of universities and holding intensive workshops and seminars on sources of perceived social support and emotional clarity through psychological and social counselors at the university.

2. The need to educate female students at the university and teach them how to obtain perceived social support to help them live in a better way and enjoy life

The researcher suggested taking the following actions:

1. Conducting a study similar to the current research to find out if there are differences between the university and pre-university stages in terms of emotional clarity and perceived social support.

2. Conducting a study dealing with emotional clarity and its relationship to other variables such as rejection sensitivity.

Research problem:

Social support is one of the most important sources that reduces the effects of stress for female students and helps them deal with pressures and their consequences. Female students receive love, friendliness, and

feelings of humility from those close to them, as well as helping them overcome their crises, tribulations, and misfortunes. This depends on the depth of assistance and the students' belief in their sufficiency (Abdul Sattar, 20:20).

Perceived social support is also one of the important sources of security that man needs in his world after turning to God Almighty when he feels that his energy has been exhausted and he can no longer stop this danger threatening him and that he is in dire need of aid, assistance, support and help from outside, especially when he wants to This help comes from the people closest to him (417: Caplan 1981).

Female students who receive perceived social support enjoy affection with others and are more self-confident and less prone to behavioral problems and irregularities (Fantuzz et al, 2004). at al that the teachers' support for their students is a strong indicator of their emotional and behavioral involvement in their university activities (AlAzamat, 200: 2019).

And that emotional clarity is associated with rumination, depression, and negative affect. Students with low emotional clarity may avoid their emotions and lack of confidence in using them. Students who have difficulty understanding their emotions spend more time

and effort in managing their emotions and difficulty towards perception and goal-oriented behavior. Difficulties with emotional clarity

reduce their response. To pressure among female students (Al-Kalabi, 2022: 4).

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,

she concluded that 40% of the students They have perceived social support and 50% of the students have emotional clarity.

From the foregoing, the problem of the current research is summarized in answering the following question:

To identify the perceived level of social support among the students of the Kindergarten Department and its relationship to emotional clarity among the students of the Kindergarten Department?

The importance of research:

Perceived social support has received the attention of many in the field of psychology and sociology, based on the postulate that the social support that the student receives through the groups to which he belongs (family, friends and others) during home, study, work, clubs and other situations, it plays a major role in reducing the negative effects of

events and bad situations to which one is exposed (Mukhaimer, 1997: 122).

The types of perceived social support have important effects, as they work to reduce the results of pressures and intense situations, and are also a source of psychological security that the student needs in his life, when she feels that there is a threat to her survival, or when she feels that her energies have been exhausted or exhausted, until she becomes incapacitated. about facing dangers, then he will need help from others (1991, Lepore: 900).

Perceived social support is of great importance, as it plays a developmental and preventive role. The developmental one has social relations for the student to exchange with others, and the preventive one helps to cope with stressful events in effective and positive ways. It also helps the student to

assume responsibility and also helps reduce mental illness, protects self-esteem, alleviates the incidence of psychological trauma, reduces symptoms of depression and anxiety, and increases her sense of satisfaction with herself and her life (Al-Qatrawi, 2013: 23-24).

Many studies have shown the importance of perceived social support in restoring the psychological balance of the individual and his enjoyment of mental health, including a study (Al-Sirsi, 2000) to know social support as seen by adolescents and its relationship to some

psychological and mental variables and social variables. The results showed that there were no differences in the degree of social support among adolescents in a variable Gender and the existence of a positive correlation between the provision of social support and some positive psychological variables, including achievement, a sense of safety and satisfaction with life (Al-Sirsi, 2000: 30).

Emotional clarity is important for achieving success. Students who have emotional clarity are able to achieve psychological compatibility with the surrounding environment in general and the educational environment in particular (Zahran, 2005: 1). Emotional clarity is positively associated with optimism, personal satisfaction and self-esteem and shows its negative relationship with social anxiety and depression. Aspects of intelligence play an important role in wide ranges of life activities such as physical and mental health, emotional experiences, evaluations, and traits (Lischetzke et al., 2017).

Emotional clarity is associated with a variety of variables related to the quality of life, and significant positive relationships were found. For example, a study (Gohm et.al., 2002) indicated that emotional clarity is related to life satisfaction and well-being, and a study (Gohm, 2005) indicated that There is a

relationship between emotional clarity, coping style, and depression (1995).Salove et al) that emotionally disconnected individuals do not need to engage in prolonged rumination to know exactly

what they are feeling, and can therefore shift their resources geared toward effective management of affect similarly based on electronic models of affect regulation. For example, a study (2000, Larsen)

indicates that High emotional clarity allows the student to recognize an undesirable level or type of emotional state early and to implement appropriate regulating strategies before too long has passed. 1995 Goldman & et.al).

Research aims:

The current research aims to know the level:

1. Perceived social support among kindergarten students.
 2. Emotional clarity among kindergarten students.
 3. The relationship between perceived social support and emotional clarity among kindergarten students.
 4. Significance of differences in the correlation between perceived social support and emotional clarity among kindergarten students according to the variable of the school stage (first, second, third, fourth).
 5. The extent to which perceived social support contributes to the difference in emotional clarity among kindergarten students.
- search limits :
 - human limitsKindergarten students.
 - spatial boundariesCollege of Basic Education, Al-Mustansiriya University.

- objective boundariesPerceived social support and emotional clarity.

- Temporal limitsAcademic year 2022-2023:

□ Define terms:

First: Perceived social support:

Naked nudity:(,A theoretical definition, as it is the definition on which I relied in constructing the scale (Malik, 2007, Krishnan, Long, Moson, Stages, Riger 2002).

Practical nurture: It is the degree obtained by the students in the measure of perceived social support after their response on the paragraphs of the scale prepared for this purpose.

Second: Emotional clarity:

denimization:The researcher relied on Coffey's definition, as it was the definition on which she relied in constructing the scale.

Practical nurture:It is the total score obtained by the students in the emotional clarity scale after their response on the paragraphs of the scale prepared for this purpose.

Third: Kindergarten students:

They are the students who graduated and completed preparatory studies and were accepted into the college in the Kindergarten

Department. After completing their studies and graduating, they achieved a Bachelor's degree in Education in the Kindergarten Department and are university teachers in the Kindergarten Department (College of Basic Education Guide, 2018: 5).

Research Methodology: Methodology of Research

This chapter includes the presentation of the research procedures to achieve the research objectives, starting from defining the research community and selecting the research sample, and the steps that were followed in preparing

the research tools (perceived social support and emotional clarity) starting from defining the paragraphs of the scale, proceeding with the procedures and identifying the indicators of validity and stability and the statistical methods that were used in the analysis data.

Since the aim of the research is to investigate the relationship between the two variables (perceived social support and emotional clarity), the researcher used the descriptive approach in her current research because it is the most appropriate method for studying the correlations between variables and knowing the differences between them in order to describe and analyze the studied phenomenon, and that the descriptive approach is one of the methods of scientific research based on Studying the phenomenon as it is and is interested in describing it as an accurate

description and expressing it quantitatively and qualitatively. The quantitative one gives us a numerical description to show us the amount, size and degree of its association with other phenomena, and the qualitative description shows us the phenomenon and describes its characteristics (Al-Khatana, 2012: 39). research community: Population of Research

In order to achieve the objectives of the research, the original community must be accurately described, because each community has its own characteristics. The current research community reached (794) female students from the Kindergarten Department at Al-Mustansiriya University, College of Basic Education for the academic year (2022_2023) distributed over four academic stages (first, second, third, fourth) as shown in the table

Schedule (1): The original research community shows the distribution of female students according to the academic stage

The college	PainGoneH unlessand toz	PainGoneH thanYeh	PainGoneH wathto	Paingofor him t followH	Total summation
Al-Mustan University s Ray Faculty of Education the basic	a 174	160	300	160	794

• The research sample :Simple of research

A_ sample statistical analysisThe researcher chose the sample by the stratified random method, as it consisted of (400) A female student in the Kindergarten Department / College of Basic Education / Al-Mustansiriya University.

B_ the basic research sampleThe main application sample consisted of the random stratified method, with a percentage of (50%) if it was done

Selection of (400) female students from the Kindergarten Department in the College of Basic Education, Al-Mustansiriya University, using a method

Ratio and proportionality, and a number of specialists and experts indicated that the appropriate sample size in constructing psychological measures should not be less than (400) individuals (Al-Zubaie et al., 1981: 73). They were distributed according to the academic stages (first, second, third and fourth) as shown in the table

Schedule (2): The basic application sample is distributed according to the academic stage

the college	thebittersuit afor the Zfirst	thebittersuit thewanYeh	thebittersuit thewatowH	thebittersuit therasell it	the total total
touched university textsee Faculty of Education s exponential	78	08	351	08	400

- Search tools:

The concept of the tool refers to the method by which the researcher collects the data he needs, and it can be defined as a set of means and measures that the researcher relies on to obtain the information required to understand and solve the problem from the relevant

sources (Tariq, Abdel Raouf, 22: 2017). Or it is an objective method. To measure a sample of behaviour. The choice of the tool is of great importance in identifying the characteristics to be measured (Anastausi 1976: 15). To achieve the research objectives, the researcher built two measures (perceived social support and emotional clarity).

Statistical analysis of the items of the perceived social support scale:

Paragraph distinction coefficient:

In order to verify the discrimination coefficient for the paragraphs, the scale was applied to a sample of (400) students, then the total score was calculated for each questionnaire, and it was arranged from the highest score to the lowest score, after which (27%) of the scores were taken called the upper group and its size is (108) and (27% of the scores are called the minimum group and its size is (108), 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 is considered distinct if the t-value calculated for it is greater than the tabular t-value.

Statistically significant when compared to the tabular t-value of (1.96), which means that all items of the scale have a good ability to distinguish between the two extreme groups in degrees.

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

- To calculate the correlation of the degree of each paragraph with the total score of the scale, the researcher used the Pearson correlation coefficient, and the results were that all 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:

To calculate the correlation of the paragraph degree with the total degree of the field to which it belongs, the researcher used the Pearson correlation

coefficient. Total marks.

- Correlation of the domains of the perceived social support scale with each other (correlation matrix)

To calculate the correlation of the scale domains among themselves, the researcher used the Pearson correlation coefficient.

Statistical analysis of the paragraphs of the emotional clarity scale:

Paragraph distinction coefficient

To check the discrimination coefficient for the items, the scale 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 (27%) of the scores were taken called the upper group and its size is (108) and (27 %) of the scores is called the minimum group and its size is (108), then the researcher used the t-test for two independent samples as a statistical means, to calculate the discrimination coefficient for the paragraphs, and the paragraph was considered distinct if the t-value calculated for it was greater than the tabular t-value

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

Anastasi indicates that the paragraph's association with an external and internal criterion is an indicator of its validity, and when an appropriate external criterion is not available, the respondent's total score represents the best internal criterion in calculating this relationship (Anstasi 206:

1976).

To calculate the correlation of the paragraph score with the total score of the scale, the researcher used the Pearson correlation coefficient, and the results were

All values of the correlation coefficient were statistically significant when compared to the critical value of the correlation coefficient (0.098).

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

The correlation between the sub-dimensions of the scale and the overall score is a measure of consistency because it is useful in determining the behavior that should be measured (Anstasi 1976: 55).

The results are shownThe values of the correlation coefficient of the degree of the paragraph with the total degree of the domain to which it belongs are statistically significant When compared to the value of the critical correlation coefficient (0.098), this means that the paragraph measures what the total score measures.

- Correlation of dimensions of emotional clarity scale with each other (correlation matrix):

To calculate the correlation coefficient of the dimensions of the scale among them, the researcher used the Pearson correlation coefficient, and where the results were

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

The final application of the two scales of perceived social support and emotional clarity:

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, the researcher made sure that the forms of the Perceived Social Support Scale and the Emotional Clarity Scale are distributed under her supervision, in order to be The students' answers express their opinion freely without hesitation and embarrassment, as the researcher asked the students to answer the paragraphs that measure perceived social support and emotional clarity at the same time, that is, she gives each student of the sample two forms that she

answers by reading the instructions, and encourages them not to leave a paragraph from

The paragraphs, because they are used for scientific research purposes, and the application started on the date of 10/25/2022 and the application period ended on 11/30/2022, and the average response to the paragraphs was (25) minutes.

Research results:

This chapter includes presenting the findings of the research based on the data collected according to the sequence of objectives, interpreting and discussing them according to the theoretical framework, previous studies and the characteristics of the current research community, and presenting the most important recommendations and proposals it reached as follows:

The current research aims to:

The first objective: to know the social support perceived by the students of the Kindergarten Department:

After the researcher applied the perceived social support scale to the research sample of (400) female students, the results of the statistical analysis showed that the arithmetic mean of the sample members on the perceived social support scale was (142.98) degrees, and the standard deviation was (17.87) degrees. The arithmetic mean of the sample with the hypothetical mean of (108) degrees. To make sure, the researcher used the t-test for one sample in order to find out the significance of the difference between the mean scores of the kindergarten students and the hypothetical mean of the scale, where the results were as shown in schedule

Table (3): The results of the t-test to know the social support perceived by the students of the Kindergarten Department

variable R	size the sample	Altowhack Alhasa with me	nowfreeF painpjaR	atoWesi thedutyj	turnJah h see	cast downMTThe T			level indication 0.05
						feelerand Grwe	andpa'sb Anfor hidm		
The let-m The meeting pj painDrrk	004	2.9841	78. 17	108	993	9.137	3	69. 1	D

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 (3) that the calculated t-value of (39,137) is greater than the tabular t-value of (1.96), which indicates that there are statistically significant differences between the mean scores of the sample (124.98) and the hypothetical mean (108) for the perceived social support scale . This difference is in favor of the average score of the sample, so it can be said that the students of the

kindergarten department are characterized by perceived social support.

The researcher's interpretation of this result:

thatKindergarten students have the ability to perceive social support, and this is consistent with the integrative theory adopted

by the researcher, as Lazarus (1966) indicated that students who receive social support from friends, family, and the people

around them and the nature of social relations, especially since the university includes

different cultures, in addition to the positive role it plays and the positive view of the university student (Abdul Aziz, 2010: 200).

The second objective: knowing the emotional clarity of the kindergarten students:

After the researcher applied the emotional clarity scale on the current research sample of (400) female students, the results of the statistical analysis showed that the arithmetic mean of the research individuals reached (134.85) degrees, with a standard deviation of

(23.329) degrees, and when comparing the arithmetic mean of the sample with the hypothetical mean The adult is (102) degrees to make sure if 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 grades of kindergarten students on the emotional clarity scale and the hypothetical average of the scale, as the results were as shown in the table

Table (4): The results of the t-test to find out the emotional clarity of the kindergarten students

atoa variable	size the sample	painTousi h sawith me		nowfreeF paincaliber		theWesi one Satisfythousandj	DrshakeH theaptH	castyama alTaE		level ato denote 0.05
								hintedSuewith it	atoTabular	
aifclarity anoActive	040	85.	413 3	29	.13	102	399	294.49	61.9	Drato

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 (4) that the calculated t-value of (49,294) is greater than the tabular t-value of (1.96), which indicates that there are statistically significant differences between the mean scores of

The sample is (134.85) and the hypothetical mean (102) for the scale, and this difference is in favor of the average scores of the sample, so it can be said that the kindergarten students are characterized by emotional clarity.

The researcher's interpretation of this result:

The students of the kindergarten department have the ability to express themselves

emotionally, and this result can be interpreted in the light of the theoretical framework on which the study is based, as (Coffey at al, 2003) noted that emotions are the information that people provide when making decisions, and judgment and traits are one of the factors that affect on the benefit of adaptation. And emotions in this regard is the extent of their understanding, and emotional clarity can be determined by contemplating these various emotional processes, and other factors can emerge from them such as the individual's belief in his identity (2003,

The third objective: the relationship between perceived social support and emotional clarity among kindergarten students:

To achieve the goal, the researcher used the Pearson correlation coefficient in order to find

out the relationship between perceived social support and emotional clarity. The results were as shown in the table:

Table (5): Results of Pearson's correlation coefficient to find out the relationship between perceived social support and emotional clarity

Diean offenseR	Eye size nH		Value Doat		
		Correlation coefficient value of perceived social support and emotional clarity	calculated	tabula	r level indication 0.05
Support lagshimmery Perceiver *Clarity the nosepto	400	0.316	6,633	1.96	D

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

The researcher's interpretation of this result:

The value of the correlation coefficient for the relationship between perceived social support and emotional clarity amounted to (0.316), and to test the significance of the correlation coefficient, the researcher used the t-test, and through the results of the t-test, it turned out that the calculated t-value (6,633) for the significance of the correlation coefficient is greater than the tabular t-value of (1.96), which means that there is a positive correlation between perceived social support and emotional clarity among kindergarten students.

Fourth Objective: Find out the significance of the differences in the correlation between perceived social support and emotional clarity among kindergarten students according to the variable of the school stage (first, second, third, fourth):

In order to achieve the goal, the researcher used the hypertest to find out the significance of the difference between the values of the correlation coefficient, as the results were as shown in the table.

Table (6): The results of the post-test to find out the significance of the difference in the relationship according to the variable of the school stage

paingo for him	the numb	er	ValuableHFack	Fisher's value Mstandard	theThe value of gaathe		level indication 0.05
			tor alarslack	corresponding hope confusioni	hintedsWa	batheTabular	
stage anoGuardian	78		453.0	0.360	756.0		non d
stage atosecond	08		354.0	0.466			
stage anoGuardian	78		453.0	0.360	082.0	61.9	non d

stage atothird	315	553.0	0.371			
stage anoGuardian	78	453.0	0.360	720.1		non d
stage atofourth	08	950.0	0.095			
stage atosecond	08	354.0	0.466	087.0		non d
stage atothird	513	553.0	0.371			
stage atosecond	08	354.0	0.466	409.2		D
stage atofourth	08	950.0	0.095			
stage atothird	315	553.0	0.371	590.2		D
stage atofourth	08	950.0	0.095			

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

The researcher's interpretation of this result:

The university has a major role in shaping the students' personality when they enter the university, and it works to increase the students' selfconfidence and interest in social participation with others, with the exception of the differences in the relationship between each of the second

and fourth stages, which amounted to (2,409), as well as the difference between the third and fourth stages, which amounted to (2,059).) and these differences were in favor of the second and third stages, where the calculated values for them were greater than the tabular value of (1.96), which indicates the presence of statistically significant differences, as the students have maturity and completeness so that they are able to provide social support They are aware of each other, and they enjoy emotional clarity, in order to be flexible and realistic in their handling of the problems and ambiguous situations they are exposed to.

The fifth objective: the extent to which perceived social support contributes to the variation in emotional clarity among kindergarten students:

To find out the extent to which perceived social support contributes to emotional clarity among kindergarten students, the researcher used simple linear regression analysis. Through the results of the regression analysis, it was shown that the value of the correlation coefficient between perceived social support and emotional clarity amounted to (0.316).

While the value of the determination coefficient was (0.099), which represents the square of the correlation coefficient, then the researcher used it

The percentile for the significance of the correlation coefficient, where the calculated percentile was (44.00), which is the largest

From the tabular p-value of (3.86) at the level of significance (0.05), and as a result it can be said that there is a statistically significant relationship between perceived social support

and emotional clarity, and after subjecting the regression analysis, the results were as shown in the table

Table (7): Results of simple linear regression analysis

Source variance	sum Squares	Drshake atofreedom	diwehack thebittersold	f value		level indication 0.05
				theyolkSoba t	abular H	
Regression	7,222570	1	222.7705	00.44 3	.86	D
Residual	1.0753638	893	380.016			
the total	8,2978708	993				

The tabular p-value at the level of significance (0.05) and with two degrees of freedom (1-398) is equal to (3.86).

It is clear from Table (7) that (perceived social support) has an effect on the total variance of emotional clarity and that its percentage is (9.9%) of the variance in emotional clarity, which can be explained using the data of the independent variable (perceived social support) and is due to the effect of the variable independent and the rest 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 can be known in the dependent variable (emotional clarity), and Table explains this

Table (8) The value of the beta regression coefficient

variants	beta regression coefficient	T value		beta coefficient (Beta)) normative	standard error	significance level 0.05
		calculated	Tabular			
Constant	101.217	19.808	1.96	5.110	Statistically indicative
Perceived social support	0.235	0.035	1.96	0.316	0.035	Statistically indicative

It is clear from Table (8) that the value of the regression coefficient (beta) amounted to (101,217), while the calculated t-value for it was (19,808), which is greater than the tabular t-value of (1.96), which means that there are other variables related to perceived social support were not included in the search. It is also clear from the above table that perceived social support contributes to emotional clarity, because the value of the standard regression

coefficient (beta) corresponding to it is equal to (0.316), and to

know its statistical significance, the calculated t-value reached (6.633), which is greater than the tabular t-value of (1.96), and it is statistically significant when compared to the level of significance (0.05). Based on that, it can be said that support The perceived social does contribute to emotional clarity, but the

proportion of this contribution was not at a high level.

The researcher's interpretation of this result:

With a comprehensive review of models of emotional clarity, it is a good basis from which to explain emotional clarity, which is the ability of students to identify

and distinguish types of feelings, and makes them more able to think clearly and tend to specific problems that require research in details, orientation towards scientific positions, and enjoy dealing with details and privacy.

Conclusions:

After analyzing the results, the researcher concludes the following:

1. Kindergarten students are distinguished by perceived social support
2. Kindergarten students are characterized by emotional clarity.
3. There are no differences between the four stages in the correlation between perceived social support and emotional clarity, except for the second and fourth stages and the third and fourth stages.
4. There is a positive correlation between perceived social support and emotional clarity among kindergarten students.
5. Perceived social support contributes to emotional clarity, but this contribution was not significant.

Recommendations:

The researcher made some recommendations as follows:

1. Activating the role of universities and holding intensive workshops and seminars on sources of perceived social support and emotional clarity through psychological and social counselors at the university.

2. The need to educate female students at the university and teach them how to obtain perceived social support, to help them live in a better way and enjoy life.

Suggestions:

1. Conduct a study similar to the current research on different samples, and compare the results with the findings of the researcher.
2. Conducting a study similar to the current research, to find out if there are differences between the university and preuniversity stages, in terms of emotional clarity and perceived social support.

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