Constructing and measuring the reflected Glory of the kindergarten students according to the grades

Sarah Mohamed Abdel-Razzak

Al-Mustansiriya University, College of Basic Education, Kindergarten Department,
sarahmohmad789@gmail.com

Dr. Eman Younis Ibrahim

Al-Mustansiriya University, College of Basic Education, Kindergarten Department,
emanyounis274@gmail.com

Abstract

The current research aims to build and measure the reflected Glory among the students of the Kindergarten Department according to the grades, and to achieve the research objectives, a random sample of (400) students from the Kindergarten Department at the University of Mosul was selected for the academic year (2023-2024), and the two researchers built a tool The research represented by the scale (reflex vanity), the researcher relied on building it on the theory of reflex vanity of "Cialdini" (Cialdini, 1976). The psychometric characteristics were extracted from the validity and reliability of the scale, and the appropriate statistical methods were used to extract them, and extract the results. In the current research, the two researchers presented a number of recommendations and proposals.

Keywords: *Reflected Glory, Kindergarten students.*

INTRODUCTION

Research problem:

Reflected Glory is characterized by the fact that it forms individuals who are proud of the achievements of others, whether with a person or a group associated with high levels of status and acceptance, and through which it allows individuals to exploit the highest position for success. The individual strives to make others aware of his contacts more often with another person who possesses positive qualities, because doing so makes him proud of himself and he gets the psychological strength from the emotion of pride that makes him act in altruistic ways and individuals who perform such socially assessed actions have social status And acceptance of the community as a reward for them (Hardy & Van, 2006:1410).

Since mankind knew achievement and bragging about it, and pride in achievement, it also knew that pride is not linked to its owner, nor is it linked to real achievement, and it does not stop at bragging and claiming, but rather more than that, as it attributes to his person the success of another person, and makes it his own success even if he is not a participant personally in the successful work to which he is affiliated (Cialdini et al.,1974:13). As a scientific concept with a short history, it was first scientifically validated in the 1970s with a series of basic experiments by a team of researchers headed by Dr. They themselves were not successful in order to indirectly manage their social and academic identity in

the most appropriate way, so that the success of the other becomes a personal achievement for the individual, but the strange thing about that, which defies models of rationality is when we find some students who boast of the glory of successful others without having them Any role in achieving this success, and they are not related in any way to other successful people, and it is difficult to understand this, because there is no clear benefit associated with such illogical behavior if not absent, but it provides us with a clear picture that fully applies to the phenomenon called "enjoyment in Reflected vanity" (Cialdini & Richardson, 1987:4148). Reflex pride was documented by the American psychologist Robert Cialdini and colleagues (Robert Cialdini et al., 1976:368) as a cognitive component that reflects the psychological nature and indirect sense of accomplishment, which in turn enhances self-esteem by relating ourselves to what Others respect him, and on the other hand, when successful others fail, individuals tend to distance themselves through a process called "cutting off reflex failure" (Cialdini et al., 1976:368), and due to the scarcity of studies and research in the Arab and foreign environments that dealt with the study of reflex pride among female students. The Kindergarten Department - within the limits of the knowledge of the two researchers - this justifies conducting this research as an attempt by the researchers to answer the following question:

Do the students of the Kindergarten Department have a reflected Glory?

Research importance:

The concept of reflected glory has captured the attention of many researchers in the educational, psychological and social literature for a number of decades and until recently, due to the great importance of this concept in the lives of individuals, groups and various social, academic, religious, political, economic and media institutions, due to its importance. In forming a psychological relationship with a successful or famous person, which would determine the various factors that are believed to affect the formation of a strong connection with the successful other, and building positive associations with successful others is a major goal that everyone seeks, individuals and institutions, in order to achieve the advantages that enable them. By enhancing their self-esteem, influencing others, and controlling them, and then the individual strives to present himself in a positive way (Shamal, 2001: 249). Where most individuals have motivational motives to create a positive effect on the perception of their image, and this positive effect is proportional to the amount of control exercised by the individual over the publication of positive events associated with a successful group instead of others and organizing them in a way that serves the needs of self-esteem in order to influence their impressions to be seen in a way more positive (Dillard, 1990:90).

Reflected Glory can be easily seen in today's world by contacts more diverse in terms of age, gender, social, cultural, academic, and economic status in multiple forms of attachments or affiliations, whether religious, ethnic, political, athletic, or academic. Most students accept when they line up strategically to announce their affiliation with that successful group, or with someone who was successful, and display their affiliation publicly for others to see. They seek self-respect, and they want others to look at them in certain ways, and then they seek to present themselves in a positive way because the consolidation of self-promotion and

preservation is a major issue (Borcherding & Schumacher, 2002:270).

Cialdini and his colleague Richardson (1980) confirmed that individuals have a desire and inclination to associate with successful others; As a psychological means that they use to increase self-confidence, and create self-motivations for them to prevent and protect themselves, and their self-esteem is positively correlated with the degree of social identification, and by this they try to maintain their loyalty to the group to which they belong, and they confirmed that individuals who feel self-threatening have a high need for belonging, And the need for social recognition (social status) for them, and they tend to avoid competing with others, or confronting them in most matters because they are afraid of the negative reaction that others take towards them, and they have affiliation, social and emotional participation, and thus their social identity is formed, and feelings are created, And behaviors, and a tendency to relate psychologically to others, and to brag about their successes, and thus the pride reflected (Cialdini et al., 1980:98).

The importance of the study of reflected vanity appears in its association with important variables. In the field of personality traits, the study of "Brown" and colleagues (Brown et al., 2018), which aimed to reveal whether personality traits predict the likelihood of a person enjoying reflected vanity, was indicated. Opt failure reflex, and to any The extent to which identifying themselves with group identity can lead to path analysis, a path analysis was conducted to test the relationships between personality and group identity, and the behaviors of reflected vanity both self-enhancement and self-protection experimentally on a sample of students consisting of (715) participants,

showed that basic personality traits predict vanity behaviors The reflex is both self-promotion and self-protection, so the importance of this study appears in providing new information about the research variables and presenting the prevalence rates of these variables among university students in general and directly, which results in comparing themselves with the higher standards that they may or may not be able to achieve due to the difference their environments, or any other social and academic factors (Brown et al., 2018:1395).

Research aims:

The current research aims to identify:

- Reflected Glory among kindergarten students.

- Significance of differences in reflected Glory among kindergarten students according to (grades).

Search limits:

The current research is determined by the students of the kindergarten department in the College of Basic Education / University of Mosul, and for the four grades (first, second, third, and fourth), for the morning study, and for the academic year (2022/2023).

Search terms:

Reflected Glory:

Cialdini et al., 1976: "A tendency in the individual helps him direct his personal quest for acceptance and appreciation by linking himself to the successes achieved by others" (Cialdini et al., 1976:371).

As for the theoretical definition of reflex vanity:

The two researchers adopted the definition of Cialdini et al. (Cialdini et al., 1976); Because it is suitable for the requirements of the current research.

Operational definition of reflex vanity:

It is the degree obtained by the respondent (kindergarten students) in the scale of reflex pride in its two fields (positive reflex pride and negative reflex pride).

Kindergarten students:

They are the students who graduated from the preparatory stage with its branches (scientific, literary, and applied), and were accepted in the colleges of education / kindergarten department, and after successfully passing the four years in the college, they are awarded a bachelor's degree in the kindergarten specialization, which qualifies them professionally to work as kindergarten teachers. children" (Al-Abadi, 2022: 134).

Genesis of the concept of reflex pride:

The concept of reflex vanity was first suggested by Robert Cialdini (1976, Robert Cialdini) and his colleagues in the mid-1970s, when they observed a major professional sporting event on the campus of Ohio State University Southern California, and found that after the football game the fans had decked themselves out in jackets and T-shirts And the hats of their university team, and wore shirts bearing the name and number of their favorite player, and colored faces, and even some bare torsos painted in the colors of their university team (Cialdini et al., 1976:366), and noticed the tendency of fans to wear the clothes of the winning team, and they used to use the pronoun (Cialdini et al., 1976:366). Na) in the word (we won) as evidence of attributing that victory that the team achieved to them, so that

the victory of their team becomes as if it was their victory specifically, so Robert Cialdini asked about the psychological foundations of this curious behavior and he called this effort a name to link the soul with successful people who enjoy pride the reflex, and generations of psychology students have become fascinated and delighted with this concept (Burger, 2012:59).

Reflex vanity contributes to enhancing the individual's self-esteem, and it also works to form a positive image of the individual in front of others, and because this concept aims to enhance the individual's self-esteem, it is likely that individuals will merge in reflected vanity when they feel a threat to their public self-image (Cialdini, 1976:370).

Since then, the scientist "Robert Cialdini" (1976) has been considered the first pioneer in drawing clear lines for the spread of the concept of Reflected Glory in psychology, and he indicated to him nearly four decades ago (1973) that he has roots in the theory of Social identity, and it can work in conjunction with Heider's cognitive balance theory, as he came to conclusions stating that people who were identified as individuals of reflected vanity have a greater need to achieve balance when announcing their affiliation in the group, so the association with successful others to a specific field that has been linked to some of the most prominent motivational underpinnings researched in contemporary psychology over the past twenty years, including motivation for self-improvement to maintain cognitive consistency, motivation for wanting to be seen positively by others (i.e. impression management), and motivation To maintain the self-image, and enhance it in that specific field that makes the individual either tend to enhance the ego through flattery, bragging, and boasting about the glory of the

person's careerist qualities, or deviating from him in order to maintain their public image in the eyes of others (Miller, 2013:32).

Theorists and researchers emphasize that the individual's feeling of reflected pride is evidence of the existence of sympathy among individuals, and that sympathy is the tendency to be loving and sympathetic and to indirectly experience other people's feelings, thoughts, and emotions towards them. Others and helping them in moral ways, and focusing heavily on developing positive social behaviors and values within the societal culture that prevails in society as it makes individuals derive a sense of meaning and value from being sympathetic, kind, and loving others from colleagues and friends, or any personality they feel they belong to that has success in one domains life and boast about it (Shimla et al., 2006:218-221).

Theories and models that explained the concept of reflected Glory:

1- Rogers' theory of self (Rogers, 1902):

The concept of the self is a vague concept and has no scientific significance, so it is considered the main concept in this theory and an indispensable concept for providing a view of human behavior. Which includes awareness of being (what am I), and awareness of function (what can I do) (Al-Zaghloul et al., 2019: 376).

The self-concept is a regular set of attributes, attitudes, and values, which were formed as a result of the individual's interaction with the environment, and through his experience with people and things, and their values that he represents in himself, and what the individual means about himself represents the form and is emotional, while the subconscious aspects represent the ground, Rogers does not consider

that the self is the only force controlling behavior, but rather there are emotional and unconscious motives to which the individual is subject (Kavafi et al., 2016: 186).

Rogers acknowledges that heredity and environment determine personality in some way, and focuses on the limits set by the self, which can extend to different stages of life And "Rogers" stressed on the virtual field, and subjective experience is related to this field, which is represented by all possible sensory experiences that the individual is aware of at a specific moment, and that the individual's responses may be generated from these experiences, which occur within the individual such as the anxiety test, or outside the individual such as the announcement of a test result, One of the salient characteristics of the virtual field is that it is constantly changing, and these changes greatly affect the individual's thoughts, feelings, and behavior (Zaghloul et al., 2019: 376).

Rogers believes that the self-concept seeks to reduce dissonance through the process of self-esteem, and that the state of dissonance (the degree of consistency between the individual's feelings about his experiences and his sense of self) appears when there is a degree of contradiction between the individual's feelings about something and the sense of self, and this The contradiction leads to feelings of anxiety, which prompts the individual to try to reduce it by developing a feeling compatible with it (Al-Zaghloul et al., 2019: 381).

2- The Reflected Glory Theory of Cialdini and others:

The American psychologist "Robert Cialdini" and his followers (Cialdini et al., 2004) presented a theory of reflected pride, and based on the results of his research on the

concept of enjoyment in reflected vanity to explain how the self-changes its concept in the light of the successes of others, and this happens If one engages in observing these successes, they can learn which actions and people are successful, or which are most popular, and they can then engage in reflexive vanity behavior by associating themselves with these actions or people in order to understand the nature or strength of the relationship between the individual and the successful person by setting a minimum Conditions that drive the individual to enjoy reflex pride (Cialdini et al., 2004:591).

Most of the basic ideas of RGT are conceptually implied in the cognitive balance theory of Heider's work (Heider, 1958), which refers to the desire of individuals to relate positively to things that are positively evaluated because observers of these associations tend to see things that are positively evaluated. attached to a shape Positive as similar things and negative as dissimilar things when thinking about any communication between oneself and the other, and thus the theory indicates a motive reason for individuals' desire to enjoy reflected vanity (Cialdini et al., 1976:347).

The theory of cognitive balance can also work in conjunction with the social identity theory of "Tajfel", where people who have been identified as reflective vanity have a greater need for balance when associated with a group member, in addition to the individual's need for self-esteem (Self Esteem, and to the positive distinction of others with whom they associate with the aim of restoring balance to self-identity (Turner, 1982:12).

The purpose of reflected vanity is to maintain a positive relationship between individuals with whom they have a relationship or fellowship, and as a result, the individual feels happy at the superiority of his colleague, for example, as the individual relates himself to the successes of others, their fame, what they are distinguished for, and the extent of the clarity of their self-identities. and their social standing, and that individuals in society always strive to Belonging to a group of people that has certain characteristics, and this affiliation may be religious, ethnic, or even spatial in order to obtain self-esteem and social acceptance (Wilson et al., 2002:792).

Previous studies:

- Cialdini et al., 1999: (Reflected Glory among university students)

The study aimed to identify what the university students do while they encourage the soccer team of their fellow university students, and the study found the effects of success on a group of students. Although their participation had no effect on their success, based on these results, individuals reported their attachment to the team after a successful performance as a way of enjoying reflex pride even though they did not influence or cause success in any way (Cialdini et al.,1976:367).

Research methodology and procedures:

This chapter includes a presentation of the research methodology and procedures, starting with identifying the research community and its sample, and an explanation of the steps that were followed in preparing the scales and their paragraphs, passing through the procedures for verifying their distinction and identifying indicators of their validity and stability, ending with their application and the statistical methods used in processing and analyzing data, as shown:

Research methodology: In the current research, the two researchers adopted the

descriptive method, as it is the most appropriate method for studying the correlational relationships between variables, and for detecting differences between them in order to describe and analyze the studied phenomenon. Studying the phenomenon as it is in reality, and is concerned with describing it as an accurate description, and expressing it in a quantitative or qualitative way. The qualitative expression describes the phenomenon to us and clarifies its characteristics, while the quantitative expression gives us a numerical description to clarify the extent of this phenomenon, or its size and degrees of its association with other phenomena (Al-Khattana et al., 2020: 49).

First- The research community: The research community represents all the vocabulary of the phenomenon that the two researchers are studying, and it must clearly and accurately define the original community, and know its internal elements (Al-Jubouri, 2013: 128), and the community is the largest aggregate group that is supposed to generalize the results The study on it (Al-Batsh and Abu Zina, 2007: 97), and the current research community was represented by the students of the Kindergarten Department in the College of Basic Education / University of Mosul, whose number is (527) students for the academic year (2022-2023), who are distributed among the classes as is shown in Table (1).

Table (1): The research community is distributed according to classes

Class	Numbers
First	176
Second	108
Third	141
Fourth	102
Total	**527**

Second - the research sample: the sample means a number of vocabulary that is withdrawn from the community, according to a scientific methodology in order to represent the community appropriately (Atiwi, 2000: 90), and the psychological measurement literature indicated that there are a number of sound scientific foundations that The researcher was able to reach his research sample, and the two researchers relied on selecting a sample for her research on the random stratified method, as the sample size was (400) students from the four grades, as shown in Table (2).

Table (2): Distribution of sample members according to classes

Class	Numbers
First	76
Second	108
Third	114
Fourth	102
Total	**400**

Third - the research tool: The research tools are used by the researcher in order to collect information related to the objectives of his research, which are mainly used in order to answer the research questions, or in order to issue judgments related to the rejection or acceptance of research hypotheses (Atiyah, 2010: 203) To achieve the objectives of the

research, the two researchers built a meta-absorption scale.

Steps to build a reflected Glory scale:

1- Determine the concept to be measured: After the two researchers looked at the literature related to the variable of reflex vanity, the researchers came to rely on the theory of reflex vanity of "Cialdini" and others (Cialdini et al., 2003), which defined reflex vanity (as a tendency of the individual to help him To direct his personal quest to obtain acceptance and appreciation by linking himself to the successes achieved by others) (Robert Cialdini, 1976), and the scale consists of (30) items covering two areas, with (15) items for each area.

2- Determine the areas of the concept:

1- Positive reflex vanity: "It is the individual's linking himself to the successes and achievements of others, and the success of others becomes his personal success, which contributes to enhancing the individual's self-esteem" (Cialdini et al., 1976:372).

2- Negative reflex arrogance: "It is the process of the individual contenting himself with bragging about the achievements of others in the group to which he belongs, which leads him to lose his determination and will towards excellence, creativity and self-achievement, and discourages his capabilities and capabilities towards setting goals and achieving them, and drawing aspirations , and reduces the ability to achieve achievements" (Cialdini et al., 1976:372), and the scale was designed based on three alternatives, namely (A, B, and C), while the weights of the alternatives were (1, 2, 3), given (3).) points for alternative (a), (2) points for alternative (b), and one point was given to alternative (c).

3- The validity of the measurement items: For the purpose of determining the validity of the items in the reflected vanity scale, the two researchers followed the following procedures:

A - Presenting the tool to the arbitrators committee in its initial form: The two scientists "Alen & Yen" indicate that it is important to present any scale or test to a group of experts, in order to assess the degree to which the test measures what it was designed for from the paragraphs that make up the construction of the scale. Alen&yen, 1979: 96), and for the purpose of achieving this, the paragraphs were presented in their initial form, and their number is (30) paragraphs, with a rate of (15) paragraphs for each of the two fields, Appendix (2) to the same arbitrators who evaluated the validity of the reflected vanity scale, whose number was (25) arbitrators, and after collecting the opinions of the arbitrators and analyzing them, the two researchers adopted an agreement rate of (80%) to accept the paragraphs, as all the paragraphs were kept, and the scale became in its initial form composed of (30) paragraphs.

B - Preparing the scale instructions: The two researchers placed for the sample (kindergarten students) the response instructions on the scale, and they were keen to be clear and appropriate, and the instructions included the objective of the scale implicitly because psychological scales usually if their goal is clear to the respondent may lead to falsification of the answer (Faiq and Abdul Qadir, 1973: 89).

C - Experiment with clarity of instructions and paragraphs: This procedure aims to identify the extent of clarity of the instructions of the scale, and the clarity of its paragraphs in terms of wording and meaning, and to calculate the

time it takes to answer the scale. Grades (first, second, third, and fourth), with (10) students from each class, and they were asked to look at the instructions and paragraphs of the scale and read them carefully and inquire about any ambiguity they encountered.

As a result, it was found that the instructions and paragraphs of the scale were clear, and that the time spent to answer is (15) minutes.

4- Statistical analysis of items: This process is one of the basic steps in building any scale, in order to reveal the psychometric properties of the scale that help in testing items with good characteristics, and this in turn leads to the validity and stability of the scale, and this procedure is necessary for discrimination Between superior individuals in the characteristic measured by the scale, and individuals who are weak in that capacity, it is necessary to exclude the paragraphs that do not discriminate between the respondents, and keep the paragraphs that distinguish between them, as the individuals who obtained high scores on the scale reflect the characteristics of the behavior to be measured to a greater degree than Those who obtained low scores (Anastasi & Urbina, 2010:157), and for the purpose of conducting the statistical analysis of the items of the reflected vanity scale, the two researchers applied the scale in its final form to the statistical analysis sample of (400) students, according to the following details:

A - The discriminatory power of the reflected vanity scale: The peripheral method (Contrasted Group Method) is one of the methods for calculating the discriminatory power, and it serves as an indicator of the differences between the respondents with high scores and those with low scores in the characteristic to be measured. Data analysis according to the following steps:

1- The answers of (400) female students, which represent the research sample, were analyzed by placing a score in front of each paragraph of the scale according to the alternative chosen by each respondent (female).

2- The total scores of the respondents were arranged in ascending order from the lowest score to the highest score.

3- Of these, (27%) were selected from the higher grades, and (27%) from the lower grades, which reached (108) responses.

For the purpose of calculating the discriminatory power, the two researchers used the statistical bag for social sciences (SPSS), and the t-test values (t.test) were extracted for two independent samples in order to choose the differences between the two extreme groups, and calculate the arithmetic mean and standard deviation for both the upper and lower groups, as shown in Table (3).

Table (3): The calculated t-value for each item of the reflected Glory scale

Sequence Paragraph	Senior Group		Lower Group		The calculated t value
	Average Arithmetic	Deviation Normative	Average Arithmetic	Deviation Normative	
1	2,879	0.426	2,101	0.895	8,147
2	2,935	0.247	2,379	0.679	7,982
3	2,824	0.472	2,037	0.926	7,872
4	2,925	0.326	2,648	0.701	3,732

5	2,583	0.953	2,324	0.608	3,433
6	2,842	0.456	1,740	0.789	12,551
7	2,842	0.496	1,963	0.956	8,486
8	2,814	0.456	1,842	0.775	11,229
9	2,953	0.251	2,787	0.493	3,125
10	2,833	0.538	1,824	0.965	9,492
11	2,833	0.538	1,824	0.974	9,420
12	2,944	0.267	2,592	0.785	4,405
13	2,722	0.449	2,518	0.648	2,683
14	2,963	0.233	2,611	0.721	4,822
15	2,592	0.611	2.111	0.714	5,318
16	2,027	0.825	1,398	0.696	6,059
17	1,898	0.936	1,638	0.689	2,316
18	2,296	0.764	1,898	0.895	3,513
19	2,101	0.796	1,759	0.771	3,210
20	1,888	0.930	1,425	0.799	3,921
21	2,824	0.406	2,407	0.875	4,485
22	1,851	0.915	1,342	0.699	4,595
23	1,888	0.910	1,064	0.282	8,985
24	1,740	0.900	1,203	0.507	5,401
25	2,046	0.702	1,537	0.617	5,658
26	1,842	0.928	1,213	0.564	6,020
27	1,814	0.898	1,481	0.571	3,254
28	2,092	0.902	1,833	0.961	2,043
29	2,018	0.655	1,750	0.657	3,006
30	2,027	0.633	1,574	0.583	5,476

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

It is clear from Table (3) that all the calculated t-values are greater than the tabular t-value, which means that all items are characterized by a good ability to distinguish between the two extreme groups in the scores.

B - Internal Consistency Method: The main objective of the internal consistency is to find out whether each paragraph of the scale measures the same behavioral dimension as that measured by the scale, thus giving an indication that each paragraph of the scale is following the same path that The scale is followed by all its paragraphs (Allen & Yen, 1979:125), and it was formed in several ways, as follows:

The method of correlating the degree of the paragraph with the total score of the scale: the two researchers used the Pearson Correlation Coefficient to find the correlation between the scores of each paragraph with the total score of the scale, and all the correlation values of the paragraph score with the total score of the scale were statistically significant when compared to the critical value of the correlation coefficient of (0.098), which means that the paragraphs are consistent with

each other in measuring the same concept or characteristic.

- The method of correlating the degree of the paragraph with the degree of the field to which it belongs: the two researchers used the Pearson correlation coefficient to find the correlation between the degree of each paragraph of the scale paragraphs, and the degree of the field to which it belongs, and for all members of the sample of (400) students, and all the values of the correlation coefficient of the degree of the paragraph were The total score of the domain to which it belongs is statistically significant when compared to the critical value of the correlation coefficient; This means that the paragraph measures what the domain to which it belongs measures.

D- The areas of reflected vanity are correlated with each other: To verify this, the two researchers used Pearson's correlation coefficient, and all the values of the correlation coefficient between the scale domains were statistically significant when compared to the critical value of the correlation coefficient, which confirms that the scale domains are consistent with each other in measuring the same concept.

5- Standard (psychometric) characteristics of the reflex vanity scale:

A- The validity of the scale: In order to achieve the validity of the information processing of the reflected vanity scale, the two researchers extracted two types of validity, which are as follows:

1 - Apparent honesty: This type of honesty has been verified by presenting it to a group of arbitrators, as mentioned previously in the validity of the paragraphs.

2 - The sincerity of the construction: The two researchers verified this type of sincerity through two indicators:

A - Calculating the discriminatory power of the reflected vanity scale.

B - Internal consistency: the two researchers verified it by calculating the correlation coefficient of the degree of each paragraph with the total score of the scale and with the degree of the field to which the paragraph belongs, in addition to the degree of the field with the total score of the scale.

B - The stability of the scale: The two researchers used two methods in calculating the stability:

1- Test-Retest method: The two researchers applied the test to a sample of (50) female students. The first application of the test took place on (2/11/2022), and after a period of (15) days had passed, the same test was applied. On the same sample, that is, on (11/17/2022), and the field application was for the sample individuals, as the stability coefficient reached (0.819), which is a good stability coefficient.

2- Cronbach Alpha equation: The two researchers relied on the scores of the statistical analysis sample of (400) students to calculate internal consistency using the Cronbach alpha method, and the value of the alpha coefficient was (0.775); This means that the stability index of the alpha method of internal consistency was good.

Description of the Reflected Vanity scale in its final form: After the two researchers verified the characteristics of the scale's items and its psychometric properties, the scale in its final form consisted of (30) items, grades (1, 2, 3) were given for the alternatives (a, b, c) respectively (Appendix 5), and the average

time taken to answer the items was (15) minutes, and the lowest score for the scale is (30), the highest score is (90), and the hypothetical mean is (60).

- The final application of the reflected vanity scale: After completing the preparation of the research tool, which is the (reflex vanity) scale, and after verifying the validity, the two researchers applied the tool to the research sample of (400) female students from the Kindergarten Department / College of Basic Education / University of Mosul / for the year Academic (2022-2023) / morning studies, and for grades (first, second, third, and fourth), and the application period lasted from (11/17/2022) to (12/1/2022).

Statistical means

The research data was processed using the statistical bag for social sciences, and data processor tables (Microsoft Excel), which included the following statistical methods:

1- The second test (t-test) for two independent samples: to extract the discriminatory power of the items of the scale.

2- The second test (t-test) for one sample: to measure the level of pride reflected among the students of the Kindergarten Department.

3- Chevy's test.

4- Pearson Correlation Coefficient.

5- Cronbach Alpha coefficient: to extract the value of the stability coefficient for the scale.

6- The percentage of the significance of the correlation coefficient.

Presentation, interpretation and discussion of results:

This chapter includes a presentation of the research results and their interpretation in the light of the theoretical framework and previous studies. Through the results, a number of conclusions are drawn up, which are as follows:

The first objective: to identify the pride reflected among the students of the Kindergarten Department

For the purpose of achieving this goal, the responses of the research sample were analyzed for the reflected vanity scale, and it appeared that the arithmetic mean of their answers was (63.822), with a standard deviation of (7.321), which is higher than the hypothetical mean of the scale of (60), and when comparing the arithmetic mean of the research sample with the mean Hypothesis By using the t-test for one sample, it appeared that the calculated t-value amounted to (10.44), which is greater than the tabular value of (1.96), so it is statistically significant at the level of significance (0.05) and with a degree of freedom (399), and as shown in Table (4).

Table (4): The results of the t-test to indicate the difference between the arithmetic mean and the hypothetical mean for the reflected Glory scale

Variable	Sample volume	SMA	Standard deviation	Hypothetical mean	Degrees Of freedom	T value		Significance Level (0.05)
						calculated	Tabular	
Reflected Glory	400	63,822	7,321	60	399	10.44	1.96	**Significance**

The result in the above table indicates that the research sample enjoys a high level of reflected pride, as the two researchers explain this result as logical, since the kindergarten student is proud of her specialization, and has a passion for the curricula that she has seen starting from the first grade and ending with the fourth grade. The department is a source of pride and honor as they are a role model for her in her scientific career, and she is also proud of her belonging to this department and studying in it, which led to the reflection of the vanity that the student enjoys not only on her academic life, but its impact was also transmitted on her personal and psychological life, and this result agreed with Al-Nasrawi's study (2020), the study of (Finsh & Cialdini, 1989), and the study of (Cialdini et al., 1999), and the two researchers relied in their interpretation on the theory of "Robert Cialdini" Cialdini, 1976), which they adopted in the current research, which confirmed that there are behaviors It is socially desirable by other individuals, so the individual seeks to take it in order to feel self-esteem, gain acceptance, or respect by bragging about the successes achieved by others, and because this feeling provides a valuable positive view of others, and enhances feelings of friendship and love among them, especially for the group, or the group. To which the individual belongs, and his belonging to his successful group becomes part of his social identity, and he is always keen to form relationships with colleagues and friends whose purpose may be to compensate for a lack of personal relationships, create a good impression, and arouse interest towards him and the roles he plays in society, and enhance His social position in the group to make him more socially efficient, through association with successful personalities who are in his personal or academic environment.

The second objective: to identify the significance of the differences in the reflected pride of the students of the Kindergarten Department according to (grades)

To achieve this goal, the two researchers used the z-test of the Pearson correlation coefficient to detect the significance of the differences between the two correlation coefficients, and it turned out that the calculated z-value for the significance of the difference between the correlation coefficient for the grade variable was less than the tabular z-value; Where the calculated t-values were smaller than the tabular value of (1.96), and to verify the significance of the correlation, the researcher extracted the t-value of the correlation coefficient for each of the four grades; Then the researcher compared the scores of each class with the other classes, as the results showed that they are not statistically significant at the level of significance ((0.05), and the degree of freedom (398).

This means that there are no differences among the students of the Kindergarten Department according to the grade, and the researcher explains that that the students of the Kindergarten Department in the four grades (first - second - third - fourth) all live within a very similar social, academic and cultural environment. And that female students who possess academic passion have a strong sense of belonging to the group to which they join, are subject to its laws, focus on unified ideas and think about them until they are finished, and are able to make decisions easily and move forward in their implementation.

The university students have acquired life experience that helps them qualify in controlling most of their thoughts and behaviors, and they have the ability to

mentally and emotionally balance and measure matters seriously by following appropriate behaviors within the university that enhance their affiliations, their social role, and their self-esteem by showing off what the group or class has made , or the college to which you belong, with all its characteristics and functions and distinguishes them.

RECOMMENDATIONS

1. Employing reflected pride and investing it in the positive side, and in the right way, in the personality of the university student through holding workshops and extracurricular activities in which the personality of the university student who enjoys direct reflected pride is shown as the pride of the male / female student who is personally independent and successful in forming social relationships with others through his maturity. his social awareness, his personal growth, and his understanding of life.

2. Coordinating between the Ministry of Higher Education and Scientific Research and various media institutions, with the help of psychological researchers, to carry out awareness campaigns about reflex pride, in a way that achieves understanding and awareness of working on the positive side of each of them among university students.

3. Encouraging female students to be proud of their specialization by increasing their self-esteem.

SUGGESTIONS

The two researchers propose a number of studies to complement and develop the current research, as follows:

1. Reflex pride and its relationship with other variables such as: (self-awareness - emotional sympathy - moral orientation - psychological comfort - meaning of existence - hopeful thinking - self-bliss - existential heartbreak - emotional quality of life - emotional regulation - gratitude) among kindergarten students.

2. The effectiveness of an educational program based on "Neil's" theory of imagination in developing positive reflective pride among university students.

Reference

Arabic Reference:

Al-Batsh, Muhammad Walid and Abu Zina, Farid Kamel. (2007): Scientific Research Methods, Research Design, Analysis and Statistical, 1st Edition, Dar Al-Masira for Publishing and Distribution, Amman, Jordan.

Al-Jubouri, Hussein Muhammad Jawad. (2013): Scientific Research Methodology, Dar Al-Safaa Publishing House, Amman, Jordan.

Al-Khattana, Sami Muhammad et al. (2020): Principles of Educational Psychology, 1st Edition, Dar Al-Masirah, Amman, Jordan.

Al Zaghloul, Rafie Aqeel, Al Dabbabi, Khaldoun, Adnan, Abdel Rahman, and Abdel Salam, Hani. (2019): Personality Theories, First Edition, Dar Al Masirah for Publishing and Distribution, Jordan.

North Mahmoud. (2001): The Psychology of the Individual in Society, First Edition, Dar Al-Afak Al-Arabiya, Cairo.

Al-Abadi, Iman Younis Ibrahim. (2022): Passion (its types - theories - measurement), Hurricane House for printing, publishing and distribution, Amman, Jordan.

Attia, Mohsen Ali. (2010): Scientific Research in Education, Dar Al-Manhaj for

Publishing and Distribution, Amman, Jordan.

Atiwi, Godin. (2000): Scientific Research Methods, Concepts, Tools, Statistical Methods, Dar Al Thaqafa Publishing House, Amman, Jordan.

Faeq, Ahmed and Abdel-Qader, Mahmoud. (1973): Introduction to General Psychology, Anglo Egyptian Bookshop, Cairo, Egypt.

Kafafi, Aladdin, Al-Nayal, Maysa, and Salem, Suhair, Muhammad. (2016): Positive Psychology, Its Origin, Development, and Examples of Its Cases, The World of Books, Jazan University, Saudi Arabia.

Makhdoom, Ayoub Lutfi. (2015): Theories of Personality, First Edition, Dar Al-Hamid for Publishing and Distribution, Amman, Jordan.

Foreign Reference:

Alen,M & yen,W,M.(1979): Introduction to Measurement Theory, Brook Cole, and California.

Anastas,A & Urbin,S.(2010): Psychological testing PHI learning private limited, New Delhi ,India .

Borcherding, K., & Schumacher, M. (2002). Symbolic self-completion on personal homepages. In Proceedings of the 6th international conference on Work with Display Units (WWDU 2002) (pp. 270-271).

Brown-Devlin, N., Devlin, M. B., & Vaughan, P. W. (2018): Why fans act that way: Using individual personality to predict BIRGing and CORFing behaviors. Communication & Sport, 6(4), 395-417.

Burger, J. M. (1985): Temporal effects on attributions for academic performances and reflected-glory basking. Social Psychology Quarterly, 330-336

Cialdini ، R، B.(2004): Basking in reflected glory . Journal, of personality and social Psychology.

Cialdini, R. B., & Richardson, K. D. (1980): Two indirect tactics of inspression management: Basking and blasting. Journal of Personality and Social Psychology, 39, 406-415

Cialdini, R. B., Borden, R. J., Thome, A., Walker, M. R., Freeman, S., & Sloan, L. R. (1976): Basking in reflected glory: Three (football) field studies, Journal of Personality and Social Psychology, 34, 366-375.

Cialdini, R. B., Braver, S. L., & Lewis, S. K. (1974): Attributional bias and the easily persuaded other. Journal of Personality and Social Psychology, 30(5), 631.

Cialdini, R. B., Schaller, M., Houlihan, D., Arps, K., Fultz, J., & Beaman, A. L. (1987): Empathy-based helping: Is it selflessly or selfishly motivated? Journal of personality and social psychology, 52(4), 749.

Dillard, J. P. (1990): The nature and substance of goals in tactical communication. In M. J. Cody & M. L. McLaughlin (Eds.), The psychology of tactical communication (pp. 70–90). Multilingual Matters.

Hardy, C. L., & Van Vugt, M. (2006): Nice guys finish first: The competitive altruism hypothesis. Personality and Social Psychology Bulletin, 32(10), 1402-1413.

Miller,C,B.(2013): Basking In reflected glory and the tactics of self-esteem maintenance, University of Minnesota.

Sharma, A., Campus, H. M., Box, P., & Shimla, G. P. O. (2006). The basis of generalization its justification in physical phenomena. Concepts Phys, 3, 351-378.

Stevens, C. K., & Kristof, A. L. (1995): Making the right impression: A field study of applicant impression management during job interviews. Journal of applied psychology, 80(5), 587.

Turner, R. J. (1982): Basking in reflected glory, Social Behavior and Personality: an international journal.

Wilson, A. & E. Ross, M.(2002):It feels like yesterday: Self-esteem, valence of personal past experiences, and judgments of subjective distance. Journal of personality and social psychology, 82 (5), 792.