

الازدواجية العاطفية لدى مدرسي المرحلة الإعدادية

م.م. شيماء مجيد حميد بهية أ.د. علي حسين المعموري

جامعة بابل / كلية التربية للعلوم الانسانية / قسم العلوم التربوية والنفسية

Emotional duality in middle school teachers

University of Babylon / College of Education for Humanities / Department of Educational and Psychological Sciences

Offer

Ass.Lect.Shaimaa Majeed Hameed Bahya Prof. Ali Hussein Al-Maamouri

shaimaabahya801@gmail.com

Abstract

The current research consists of a fundamental concept: Emotional duality, which is the contradiction or internal conflict of the individual between what he wishes to express about his feelings of selfishness and fear of the consequences or consequences of such expression.

The aim of the research is to identify the emotional duality of the teachers of the preparatory stage . And the differences in the emotional duality of the teachers of the preparatory stage according to sex variables (males, females), and specialization (scientific, human).

The researchers followed the descriptive approach .The study was based on a sample of 420 teachers and schools. After the extraction of honesty, consistency and objectivity, the tool was applied to the basic sample of 520 teachers and schools from the preparatory stage in the center of Babil Governorate.

The results of the research show that teachers have a double emotional in the performance of their tasks to correspond with the school climate. There are no statistically significant differences in emotional duality according to gender. There are statistically significant differences in emotional duality according to specialization (scientific - human). The researchers recommended a number of recommendations, including use of the research tool and other studies dealing with the same fields. And the establishment of seminars to highlight the emotional duality and its impact in the educational process. And a number of proposals, including a study similar to the current study on university professors and conduct a study of emotional duality, in the light of a number of variables, such as: age, moral thinking, decision-making, and self-organization..

المخلص:

يتكون البحث الحالي من مفهوم أساسي: الازدواجية العاطفية ، وهي التناقض أو الصراع الداخلي للفرد بين ما يرغب في التعبير عنه عن مشاعره الأنانية والخوف من عواقب أو عواقب مثل هذا التعبير .

الهدف من البحث هو التعرف على الازدواجية العاطفية لمعلمي المرحلة الإعدادية. والاختلافات في الازدواجية العاطفية لمعلمي المرحلة الإعدادية حسب متغيرات الجنس (ذكور ، إناث) ، والتخصص (علمي ، بشري).

اتبع الباحثون المنهج الوصفي. اعتمدت الدراسة على عينة من 420 معلماً ومدرسة. وبعد استخلاص الصدق والاتساق والموضوعية تم تطبيق الأداة على عينة أساسية قوامها 520 معلماً ومدرسة من المرحلة الإعدادية في مركز محافظة بابل.

تظهر نتائج البحث أن المعلمين لديهم عاطفي مزدوج في أداء مهامهم لتتوافق مع المناخ المدرسي. لا توجد فروق ذات دلالة إحصائية في الازدواجية العاطفية حسب الجنس. توجد فروق ذات دلالة إحصائية في الازدواجية العاطفية حسب التخصص (علمي - بشري).

وأوصى الباحثون بعدد من التوصيات منها استخدام أداة البحث ودراسات أخرى تتناول نفس المجالات. وإقامة ندوات لإبراز الازدواجية العاطفية وأثرها في العملية التعليمية. وعدد من المقترحات منها دراسة مماثلة للدراسة الحالية على أساتذة الجامعات وإجراء

دراسة للازدواجية العاطفية ، في ضوء عدد من المتغيرات ، مثل: العمر ، والتفكير الأخلاقي ، واتخاذ القرار ، والتنظيم الذاتي...

الكلمات الافتتاحية: الازدواجية العاطفية ، مدرسي المرحلة الاعدادية ، الملخص

Keywords: Emotional duplication, middle school teachers, summary

Chapter One (definition of research)

First: Research problem

The challenges facing the contemporary world of intellectual, ideological and social changes have brought societies into different challenges in different social cultures. This has put pressure on the human being who may outweigh his potential or potential and put it into conflicts on various personal, social and intellectual levels. With positions in a manner that does not achieve the ambitions and aspirations of the individual as a result of the absence of a clear vision of the potential and potential. It is no longer possible to control all these changes, but through the optimal organization of all the joints of life in the individual, and thus dealing with these challenges vary from culture to another, some of which is positive, including what is negative. This has been reflected in the social life, so that individuals live in contradiction between what they hide and what they show, their feelings and their own concepts and between the will of the society and its requirements, between what they desire and the reality imposed by this prolonged conflict that has disturbed the lives of individuals and reflected in their ways of dealing with reality The contradictions of values and principles in contemporary societies have thus crystallized the phenomenon of unconscious coupling in personality and has been clearly demonstrated in our time (Husayni 2008: 12). Human beings, by their very nature, seek to balance their behavior, beliefs and knowledge, which may be contradictory to one particular idea, thus forcing the individual to end this contradiction and achieve a state of equilibrium and satisfaction with his behavior (Allahyani, 2012: 663). Both Hornay and Sullivan have emphasized the importance of the individual's relationship to others. They have found that social life sometimes restricts him, imposes constraints that hinder his personal development and limits his potential, and any imbalance in the individual's social relations is negatively reflected in his relationships with others. Man is constantly seeking to interact and communicate with the environment and the conditions in which he lives in order to agree with them, he may succeed in his endeavor or may sometimes fail in the confrontation with those circumstances and this failure generates a state of frustration and psychological disorders negatively affect his behavior and deal with others, which leads the individual to the feeling Confusion, confusion, helplessness, and anxiety for the growing mystery of life and the futility of fate ..People's lives today are full of anxiety and fear of feeling lost. They are tired of exhaustion, misery and loss of meaning in everything in their lives, because they are always frustrated and despairing .This is consistent with Rogers' suggestion that the need for positive respect and self-protection is present in every individual, and when the individual gets it he feels satisfied, and if it does not, it leads to frustration (Schlitz 1983: 271). All these behaviors and others have introduced some in conflicts and resort to crooked methods to get rid of the cases of frustration and psychological defeat and the state of oppression or retaliation for what was exposed to the person from the cases of weakness and defeat and crush dignity, which in turn leads to waste his energies and his professional giving to the feeling of insecurity and psychological disorder Which may reflect negatively on the performance of the professional and the educational process as the personality of the teacher is an example role after the parents, with the confirmation of many studies on the seriousness of this aspect, as the disorders that may affect the emotional side or the ability to understand emotions and expression commensurate with the Stopping leads to negative outcomes such as loss of social support, disintegration of groups, and failure to achieve mental efficiency (Paula2010: 285). This is consistent with the study of E. Baum & A. Becker2010 has reached a correlation between the feelings of contradiction and the increase in the negative impact on the individual and exposure to stressful events, forcing him to resort to methods incompatible, such as emotional duality, especially the groups of actors in society, including junior high school teachers. Because of the difficulties and challenges in their professional work they may

resort to duplication in dealing with their peers teachers or students. (Obeidi 1999: 3). When their desires conflict with the constraints of society or when they are drawn by opposing forces and the conflict intensifies and they fail to reach their goals, each individual responds with a particular response of conflict and frustration (Serban2003: 751). This is what Frum has emphasized that society seeks to make individuals realize their desires in the way society wishes, breaking the will of its members without being aware of it through tyranny, oppression, humiliation, punishment and other ideologies. This makes them follow their wishes and they are unconscious) Lindsay, Hall, 1969: 86). The current research problem can be summed up by answering the following question: Are there differences in the emotional ambivalence of middle school teachers by sex and specialization?

Second: The importance of research:

The passion has a great influence on the human soul, so that many of the experiences of success and failure in the life of man play feelings in the largest role, and that the proficiency of some people to the art of the use of emotions in a positive way to stimulate energy and energy and supportive of psychological stability, which is the pillars of the great soul industry and this is consistent with The study found that the contradiction in emotional expression as a trait is useful in predicting psychological and physical well-being and mediates the relationship between positive stressful events and psychological well-being, And the individual becomes able to form his relationships effectively and positively with others, and prevents his negative feelings to control him and his personal relationships, which makes him a permanent desire to complete his life, and achieve this interaction through the participation of others feelings and positive actions, and the research found a relationship between There was no contradiction between the increased negative impact on the individual and exposure to stressful events. While the passions that dominate the owner without being controlled by a significant obstacle to the progress of the owner, and prevent him from achieving any achievement, we can see that the suppression of emotions can be useful to avoid harm and embarrassment and repression, But individuals learn to suppress their feelings that are not compatible with society and are part of a natural society. Others may have their feelings to avoid conflict or self-discomfort that can lead to their control, which in turn may be unhealthy for them and for all parties involved. Emotional qualified people express their feelings in a way that is appropriate to the situation and their needs and to others, and try not to suppress their feelings and their appropriate reactions and communicate by the feelings of others. Some psychologists believe that if appropriate emotions are not expressed on a regular basis, those feelings are stored in memory as misplaced or unresolved. This may also lead to the inability to deal with other emotional influences or thoughts, or to have emotional behaviors that take over themselves. Some events in the future may restore old feelings, leading to inappropriate emotional responses, or may result in no reaction or may lead to a lack of emotion. And that emotion can be misunderstood or misused. Expression of feelings of childhood or feelings accumulated in adults can be useful in counseling. Emotion can improve health by avoiding stress that suppresses emotions, and can also improve relationships since inappropriate feelings are less likely to be expressed and appropriate behavior is not avoided for fear of arousing some emotions. It can be seen in the human resources economy as a real and useful basis. The role of emotions in human life does not stand at the inner limits of the soul, and it has almost no relationship with others without emotion. And if the traditions and customs of the society conflict with the wishes, needs and passion of the individuals here shows the social complexity and this is consistent with the study MICHAEL HARRIS BOND, 2005 where the prediction of emotional repression through personal standards of the private Pal The type of outward appearance and harmony as well as after the belief of social complexity. The different effects of emotional fibrillation and emotional stress were shown to predict life satisfaction (MICHAEL HARRIS BOND, 2005: 67). The attention to passion is imperative at the present time as a result of our modern life in which the rapid development of science and technology and that the person's choice of a suitable style and acquiring the appropriate skills to manage his life effectively helps him to maintain mental health and increase efficiency in work. Consensus is achieved in life and

this is reflected on society in general and emotion is the way that leads the individual to his goals in life that are meaningful for him and then builds the person his own style. Passion casts a shadow over the lives of individuals in all their details. The individual's choice of his or her own positive or negative emotions, and the realization of his or her lifestyle and awareness are important for a productive and productive life. And attention to human feelings is the cornerstone of educational work in all its forms and forms; so the failure of individuals to take care of those feelings and refinement means to face many problems, and failure to reach the desired educational goals or inability to achieve some of them . The role of teachers in the educational work is a role of depth and diversity, so the teacher cannot succeed in his professional performance just to enable him to a set of knowledge and educational skills with the effort to evict the students. Despite the importance of this, however, the nature of educational work in the range of time varied objectives, and the specific relationship between the teacher and students and colleagues, requires a special kind of sincere relationship non-weighted and strong emotions strong influence, disciplined in its image that allows the teacher to perform his educational duties in a good way. And provide him with the proximity required and good attention to the souls of students, and provide him with the psychological stability and psychological reassurance he needs and ascertain him towards his students and colleagues (Baum & A. Becker2010: 263). Emotions have an impact on the direction of behavior in the individual. Human emotions are generally characterized by a degree of complexity and vary in the importance and functions of emotions in human life. They help guide the activity of the individual and enable him to perform a set of basic roles or tasks that must As it contributes emotions in the organization of the individual's experiences and motivates him to provide specific responses to help the individual to maintain life as the emotions and behavioral responses resulting from the individual's perception of himself and is part of himself and indicates the psychology of emotions that the human when he feels happy improve his condition Mood and looks high And life positive outlook you pay to make decisions and positive steps as well as in his life, while at the feeling of unhappiness or sadness turns the behavior of the individual to the contrary, what did not resort to reshape the ideas and behaviors to the positive target level. (1991: 762. Emmons & King). The psychology of emotions helps to understand the relationship between emotion and its effect on directing behavior and maintaining that behavior. For example, the motivation of individuals and their emotional pressure contribute towards providing a better level of performance. The experts realize this and benefit from it in many fields, The field of security and political and other fields and uses the psychology of emotions, many of the methods that show the results and the relationship between the relationship and emotion and behavior, notably the experimental approach and observation and the psychology of emotions in the use of those research methods on the principle that the psychological state of the human is not Cases felt by the individual only inside are even cases show her many reflections observable, and the study on the behavior of individuals in order to understand the basics of emotions and individual behavior in humans and adjusted in line with the objectives and requirements of society control. Many researchers show that emotionally contradictory individuals increasingly suppress their feelings, which can worsen and increase severity, leading in turn to depression in emotionally contradictory individuals (1991: 799. & Emmons King).

Third: Research Objectives:

The current research aims to identify: 1 - emotional duality in the teachers of the preparatory stage. 2 - Differences in the emotional duality of teachers in the preparatory stage by sex (male, female). 3 - Differences in the emotional duality of teachers in the preparatory stage by specialization (scientific, human). Fourth: Limits of research: The current research is determined by studying the emotional duality of the male and female teachers of the preparatory stage, and the scientific and humanitarian disciplines for the year 2018-2019 in Babil Governorate. Fifth: **Definition of Terms:** 1 - emotional duality known by Liu and others (2015): the contradiction or internal conflict in the individual between what he would like to express about his feelings of selfishness and fear of the consequences or results of such expression. 2 - Theoretical definition: The researchers adopted the

definition of Leo and others In the current study because it addressed the variable directly. 3. **Procedural definition:** It is the total degree that is derived from teachers' responses to the standard clauses used in the current research. Theoretical Framework of **Emotional Duality:** The two researchers adopted the theory of King and Emmons 1990 to address the research variable directly. The theory of contradiction in emotional expression emerged from the previous work by King and Emmons in 1990 on the conflict of objectives.

Chapter Two(theory)

The theory developed by King and Emmons states that the contradiction in emotional expression can reflect a state of internal conflict between the individual's need to express emotions and The current situation and the demands of this position, and the desire not to show or express emotions or emotions and self-expression where this internal contradiction - in terms of showing emotions or emotions in certain situations or not to show - is exhausting and is a source of abnormal psychological processes, especially if not failure Show fatigue T emotional this is just a modification or short-term behavior inhibition, but cognitive mechanism unusual or permanent (Emmons, R. A. & King, L. A. 1988: 1040). King and Emmons assume that individuals who use such abnormal psychosocial mechanisms have difficulties in communicating their emotional needs or express them clearly, and they face more problems in relationships that may lead to harmful social consequences.

This, in turn, can increase the level of stress, thus leading to reduced social support and reduced self-esteem. In the view of King and Emmons that the contradiction in emotional expression can show itself in different ways: people who use these mechanisms may wish to express their emotions, but feel that they are unable to do, or may be expressed, but do not want to do so, Or may regret having expressed their emotions later. Emmons, R. A. & King, L. A. 1988). The main component of emotional expression is the motivation to express it, as any goal coupled with a desire to discourage it is likely to have devastating physical and psychological consequences for the individual. It has been assumed that the emotional dissonance in which the individual is located is a crucial element in distinguishing the healthy and unhealthy way of expressing emotion "(King & Emmons1990: 4), so it is not only that the individual expresses emotions or does not express them. Expression of emotions can manifest itself within any of the emotional states of the individual, whether positive or negative, it is the outcome of the expression of emotions. The weakness or lack of expression of emotions is repressed and not shown to others while the contradiction in their expression is seen as an interactive inability in relationships between individuals who suffer from this contradiction in expression because either they can not express their emotions fully, or They are expressing it but regretting their expression soon after. Thus, they are in contradiction or internal internal conflict because of the expression or fear of not expressing their emotions. Emotional expression is thus perceived as socially inappropriate but beneficial in terms of health to the individual. The owners of this theory that each individual goals specific to him may get in some cases that there is a conflict or conflict between these goals with other goals and therefore the discouragement of such goals and not achieve or express it will lead to the effects of chronic involuntary and psychological collapse of the individual in end of the day. When these objectives are incompatible with social norms or other goals, the individual may suffer from the harmful effects of this, whether expressed or meaningless. As such conflict leads to the individual's sense of contradiction, which can be in direct contact with his physical and psychological well-being, as emotional inhibition undermines the psychological well-being (King & Emmons1990: 86). In their research, King and Emmons (1990) found that the discrepancy in emotional expression can predict a dissatisfaction with life, while positively predicting depression and anxiety when the individual controls his affective emotional expressions. Therefore, the contradiction or conflict of emotional expression is closely related to psychological well-being and not to expressing or not expressing emotions. However, they see that individuals who suffer from a contradiction in emotional expression may misinterpret the situation or social situation (Emmons & Colby 1995). Where contrasting

individuals tend to show less social support and interaction than others, even when their social group already provides support to others.

Chapter Three (Research Methodology and Procedures)

The research methodology followed in this research is the descriptive and associative approach in the process of data collection and analysis to suit this approach, which is the subject of study in the current research. Research Community: The current research community is represented by middle school teachers in the center of Babil governorate for the academic year (2018 - 2019) male and female. (2177) were distributed to (53) schools. The research sample was selected in random stratified manner with a proportional distribution of the teachers of the preparatory stage in the schools of the center of Babil province. The total number of teachers (420) teachers and schools (167), including males and (253) of females and the (197) scientific specialization and (223) humanities. Research tool: the measure of emotional duplication: to achieve the objectives of research and after defining the theoretical definition of the variable of emotional duality based on the theory (King & Emmons 1990). The measure of emotional duality was built for the teachers of the preparatory stage consisting of (41) paragraphs. The balance of the response: a balance of response was placed in front of each paragraph consisting of five alternatives (applied to quite, very often, rarely, never applicable) and the score (applied to exactly / 5) and the alternative (much / 4) 3) The alternative is seldom / 2) The alternative does not apply to the first / 1) The highest degree that can be obtained by the teacher is 205 and the lowest grade is obtained. Where he asked the members of the sample to answer them honestly and frankly for the purpose of scientific research, and stated that there is no need to mention the name, and that the answer will not be seen by anyone but the researcher This is to reassure individuals of the confidentiality of the answer. Validity of paragraphs: The paragraphs were presented to (30) experts in psychology and psychological measurement to judge their validity in measuring what was put to measure. After taking into account the observations of experts and the validity of each paragraph in measuring emotional duality, Experts and thus became the measure consists of (41) paragraphs. Statistical analysis of the paragraphs of the measure of emotional duplication: For the purpose of statistical analysis of the paragraphs and to find their strength and the degree of internal consistency and to find the validity of the measure and stability and then identify the emotional duality in the teachers of the preparatory stage was applied in the final form on a sample of (420) teachers and schools After collecting the data, The two distinguishing features: a) The discriminating force of the emotional duality scales: In order to extract the discriminating power of the double-standard clauses, the scale was applied to the statistical analysis sample of (420) teachers and schools. When the significance of the differences between the upper and lower groups was tested, the values of the paragraphs ranged between (2.597 - 24.756), which is greater than the scale value of (1.96). Therefore, they are statistically significant at (0.05) and freedom (218). The relationship of the degree of the paragraph to the total degree of the measure The relation of the score of the paragraph to the total score of the emotional duality index using the Pearson correlation coefficient was calculated for the statistical analysis sample of (420) teachers and schools. All correlation coefficients were (0,051) and the degree of freedom (419), ranging between (0.121-0.731) because the degree of correlation is greater than the value of the table (0.098) and thus the number of paragraphs of the measure of emotional duplication (41). The validity of the scale: A - The truth of the scale: Two types of honesty have been found for the current measure: Virtual honesty: verifying the apparent honesty by presenting the paragraphs of the scale to (30) of the arbitrators in the educational and psychological sciences and psychological measurement. To judge the validity of the scale.

Either extract the sincerity of **the building by finding**: • The discriminatory power in the way of the two groups. • Relation degree to the total grade of the scale.

B - Stability: The two researchers followed the formula of Alpha Kroh baker to find the coefficient of stability of the scale: **Based on the data** of the statistical analysis sample by the coefficient of stability

of the measure of duality according to the formula $\alpha - krob$ baccalaureate as the coefficient of stability (0.83) and **thus the standard** has the stability according to this method.

Final Application: The research tool was applied by the researchers on 19/2/2019-28 / 2/2019 to the sample members for the purpose of answering some of the queries or clarifications that the sample members need.

Chapter Four (Search Results and Interpretation)

The first objective - the level of emotional duality in the teachers of the preparatory stag.

In order to achieve this objective, the emotional duality scale was applied to the sample. After correcting the scale and conducting the statistical analysis of the data, it was found that the mean of the scores was 164.37 and with a standard deviation of (9.184) and the mean (123). To find the difference between the arithmetic average and the arithmetic average , Use the TEST test for one sample. The results showed that the calculated T value was (10.723) degrees. Which is greater than the tabular T value of 1.96. Therefore, it is statistically significant at the significance level (0.05) and the degree of freedom (519). Table (1) shows this.

Table (1) Shows the arithmetic average, the mean mean and the T value of the measure of emotional duality

Significance at level or less 0,05	T value		Average Satisfaction	standard deviation	SMA	Number of sample members	variable
	Table	Calculate d					
Function	1.96	10.723	123	9.184	164.37	520	Emotional duality

According to Kink and Emmons (1990), emotional duality is the state of emotional contradiction, as a result of exposure to circumstances or psychological pressures or responsibilities above the possibility of the individual, the solution is duplication, in order to reconcile with the reality and escape from the experience that prevented the individual's compatibility with himself. Excessive suppression works on duplication, and on the other hand, the characteristics of the organization of independence, is one of the most important factors associated with emotional duality, as independence in the work leads to reduce pressure, as well as to reduce the contradictory feelings, and since independence is positively linked to job satisfaction duplication can exist Teachers have a low rate of job satisfaction which leads them to emotional duality and this is consistent with the study (98: Aino Ugaste, 2012).

Maslach and Jckson (1981: 99-113) show that as a result of working conditions, many teachers find that their feelings and attitudes towards themselves, their students, and their profession have become more negative than they were .They may have different psychological effects such as anger, anxiety, lack of agility, discomfort, or discouragement. These people are described as suffering from work stress, which shows their duplicity .In addition to the change in contemporary society is another factor in the unconscious unconsciousness of individuals (Husayni 2008: 12).

This is consistent with Van.Di.Bearg's view that the source of emotional duality is society in its cultural context and also agrees with the study of MICHAEL HARRIS BOND (2005: 67).

Objective 2: Differences in the emotional duality of middle school teachers (by gender variable)

The mean mean of males (164.28), female (164,34), standard deviation of males (9.061), females (9.264), calculated value (0.069) and Comparing them to the tabular value of (1.96) at the significance level (0.05) is statistically insignificant, and Table (2) shows this.

Table (2) Differences in emotional duality according to gender variable

Statistical significance 0,05	Tissue value	T calculated value	standard deviation	Arithmetic mean	gender

Not a function	1,96	-.069-	9.061	164.28	Males
			9.264	164.34	Female

Table (2) shows that there are no statistically significant differences in the differences between males and females according to gender. The result is that the environment requires that women be equal to men and bear the same responsibilities. Both teachers and teachers work in the same conditions and for them The roles they do are no different subject to the same laws and lived in the same conditions.

This is consistent with Micheal I. Raulin's assertion that the degree to which any cohabitation ends in a poetic or unconscious form will affect how the partners deal with the conflict between them if two persons have a relationship that determines their nature according to context (Raulin1987: 469). **Objective 3:** Differences in emotional duality among middle school teachers (by specialization variable).

The researcher used the arithmetic mean and the standard deviation, where he reached the arithmetic mean of the scientific specialization (161.00), the human specialization (158.47), the standard deviation of the scientific specialization (7.11), the human specialization (9.849), the calculated value .(2.844 When compared to the table value of (1.96), the significance level (0.05) is statistically significant, and Table (3) shows this.

Table (3) Differences in emotional duality according to specialization variable

Statistical significance	Tissue value	Calculated value	standard deviation	Arithmetic mean	Specialization
0,05					
Function	1,96	2.844	7.117	161.00	scientific
			9.849	158.47	Humanitarian

From Table (3) we find that there are statistically significant differences in the relationship of emotional duplication according to specialization (scientific - human) for the benefit of scientific specialization, and this result is due to the fact that emotional duality is a psychological variables that are much influenced by specialization .It is exposed to the attitudes and frustrations associated with the nature of the materials that teach the scientific specialization in terms of the nature of teaching and the material and the need of mental processes in how to deliver the material, all this puts pressure on the teacher, which raises the contradiction in the behavior.

RESULTS:

- 1- Teachers have a double emotional in the performance of their tasks to correspond with the school climate.
- 2- There are no statistically significant differences in the relationship of emotional duality according to sex (male – female).
- 3-There are statistically significant differences in the relationship of emotional duality according to specialization (scientific – human.)

Recommendations

- 1- to benefit from the research tool other studies dealing with the same areas.
- 2- Holding seminars to highlight the emotional duality and its impact in the educational process.

IV. PROPOSALS

- 1- Conduct a similar study for the current study on university professors.
- 2- Conduct an evolutionary study of emotional duality and conduct similar research, in light of a number of variables, such as: age, moral thinking, decision-making, and self-organization.

References

- 1- Aino Ugaste (2012). *The role of emotions in student teachers' professional identity*. Tallinn University.
- 2- Camelia Truta (2012) , Emotional labor strategies adopted by school psychologists , Procedia - Social and Behavioral Sciences, Vol33.No. 7.
- 3- Carolyn Saarni (2008) *The Interface Of Emotional Development With Social Context*, in Lewis, M. and Haviland, J.M and Lisa Feldman Barrett. (Eds), *handbook of emotions, Third Edition*, The Guildford Press, New York.
- 4- Clark, M. S., & Brissette, I (2000). *Relationship beliefs and emotion: Reciprocal effects*. In N. H. Frijda, A. S. R. Manstead, & S. Bem (Eds.), *Emotions and beliefs: How feelings influence thoughts*. Cambridge: Cambridge University Press.
- 5- Paul A. Schutz & Jessica T. DeCuir, (2010). *Inquiry on Emotions in Education*, *Educational psychologist*, N 37.