Suspicious Thinking and its relationship to self-blame among kindergarten students

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Abstract

The current research aims to identify Suspicious Thinking and its relationship to self-blame among female students in the Kindergarten Department. To achieve the research objectives, the two researchers built a scale of Suspicious Thinking according to the (Bobko, 2014) model, which consisted of (39) verbal items. The two researchers also adopted a scale of self-blame. (Abbas 2021), which is based on Brown's theory (Bolman, 1976), which consisted of (24) verbal paragraphs. The researcher verified the apparent validity and consistency of the parasitological thinking scale, and calculated its stability by the re-test method, as the reliability coefficient reached (0.923), and by the alpha method. Cronbach), as the reliability coefficient reached (0.919), and the researcher verified the apparent validity of the self-blame scale and the consistency of its paragraphs, and calculated its stability by the re-test method, as the reliability coefficient reached (0.888) and by the (Vakronbach) method, as the stability coefficient reached (0.866), and the researcher applied the two scales On the research sample of (400) female students from the Kindergarten Department in the Kindergarten Department of the College of Basic Education, Al-Mustansiriya University, the sample was chosen by the simple random stratified method, and the research data was processed by statistical methods that are compatible with the nature and objectives of the current research, and among these methods The t-test for one sample, the t-test for two independent samples (Pearson's correlation coefficient), and the researcher concluded that the kindergarten students are not characterized by Suspicious Thinking, and they do not have self-blame, and there is a strong positive correlation between Suspicious Thinking and self-blame, and in light of the results that

have been reached In the current research, the researcher presented a number of recommendations and proposals.

Keywords

Suspicious Thinking, self-blame, kindergarten students.

(Research Definition)

Research Problem: (Research Problem)

The university stage is one of the most important stages in which the individual goes through new experiences after entering a new, more spacious world, in which he begins to plan for his future, and appears to have a tendency to become more independent after he was more connected to his family financially and socially, but during this new experience he may face many challenges and pressures In the field of study or in his social, personal or material life (Al-Mohsen, 2019: 8).

Exposure to crises and events results in different life situations, psychological problems, including the problem of Suspicious Thinking, and this category of people is described as very sensitive and does not accept criticism from others, even from his friends and relatives. Emotion and interpret things against them. It leads to negative psychological effects that affect the individual psychologically and organically, and its impact may extend to the family and marital relationship (Helsa et al., 2015: 556).

As a result of the exposure of members of society to different types of pressures, including psychological, social, academic, and crises, this led to the emergence of many psychological problems, most importantly self-blame, and that self-blame may have negative effects on students in various academic and psychological aspects. All of which are mainly focused on overcoming and preventing psychological problems, including self-blame, as a person may be exposed to certain problems as a result of exposure to pressure for a long period of time, so he feels self-blame when he does not receive during this period the appropriate reinforcement from family or friends and feels that he The problem and there is no solution for him to get out of it, and self-blame occurs when the individual cannot adapt to it (Al-Bayrakdar, 129: 2011).

Specifically, the current research seeks to answer the following question: Is there a relationship between Suspicious Thinking and self-blame among kindergarten students?

Research Importance: (Research Importance)

The importance of the current research emerges from the importance of the university stage as a center of civilizational radiation that reflects the sophistication and progress of the societies to which it belongs. (Al-Tamimi, 2016: 89).

The subject of thinking is extremely important in contemporary education

and an indispensable educational necessity, in developing the ability of individuals to think and preparing them to face the challenges of life by solving the individual's personal and social problems.

Suspicious Thinking is considered one of the important mental processes that the individual uses when he meets strangers for the first time, and he must raise doubts about them and about what they hide of intentions that may be bad. He must also not trust them directly and not share his secrets with them and raise suspicion and questions about each What they do (1980:88, Black).

Also, a person sometimes feels the need to review himself and hold him accountable for his actions and behaviors or his feelings, feelings and beliefs. The prevailing morality in society (Saad, 2019: 20).

And that the individual's idea of himself is the main focus of his self-esteem, as it imposes on him consciously or subconsciously what he can and cannot do.

(theoretical framework and previous studies)

First: Suspicious thinking

The concept of Suspicious Thinking is one of the modern concepts in psychological studies, and the person who has Suspicious Thinking is characterized by being always socially isolated, withdrawn and not having any social relationships, and has an avoidant side and sees that others are not trustworthy, and he is very suspicious of others, even when there is no A reason for that, as he is stubborn, emotionally restricted, and has a strange way of thinking (Beck, 2009: 86).

Characteristics of a paranoid thinker

Features or characteristics of a paranoid person include:

1.   Unfounded suspicions that others are trying to exploit, harm or deceive him.
2.   The unjustified tendency to question the loyalty and honesty of friends or the loyalty of a spouse or partners.
3.   Unwillingness to trust others due to unwarranted fear that the information will be used against him.
4.   Preoccupation with conspiratorial interpretations, by interpreting innocent remarks and events as hidden insults and threats.
5.   He holds grudges continuously, as he does not forgive insults, abuse, or contempt.
6.   They feel that there is an attack on their character or reputation, so they are quick to respond with anger or counter-attack.
7.   He is characterized by excessive sensitivity, so if someone makes a mistake with him unintentionally, he may conflict with him.
8.   He tends to project his mistakes and lapses onto others.
9.   He seeks to prove himself in front of others and that he does not need help

from them.

10.   He suffers from poor ability to establish social relationships with others, due to his lack of trust in them.

(American Psychiatric Association, 2013, 681)

Theories that explain Suspicious Thinking

There are many theorists in psychology who are concerned with the study of Suspicious Thinking, including:

First: Freud (1856-1939)

Freud believes that the individual's personality consists of three basic components (the id, the ego, and the superego) and that any conflicts that arise between these components lead to a disorder in the individual's personality, as the conflict that occurs between the ego and the superego, which in turn leads to the individual's feeling of anxiety Doubt is the promise of trust.

Second: Adler (1870-1937)

Adler considered Suspicious Thinking as one of the unconscious psychological defense mechanisms that the individual resorts to in order to get rid of the state of feeling inferiority, anxiety and tension in which he lives. with the self-confidence he is looking for (Bjorkly, 2002: 621).

Third: Sullivan (1892-1949)

Sullivan believes that Suspicious Thinking arises in the individual for two main reasons. The first is severe insecurity associated with a kind of inferiority, whether real or imagined. This feeling of insecurity is so severe that it intrudes constantly on consciousness, which results in great anxiety, because these individuals believe that This inferiority can be easily noticed by others and cannot be hidden, as it becomes an irreparable defect in the self, which results in chronic feelings of insecurity, confidence and humiliation that are felt more acutely in the presence of others. (Millon, 2004: 456-457)

Fourth: Bobko's Suspicious Thinking Model (Bobko, et al, 2014)

He believes that Suspicious Thinking consists of three basic components: (uncertainty, bad intentions, and cognitive activation).

First: uncertainty

Popko believes that uncertainty is an essential element in doubt, and that suspicious individuals suspend their judgments until they can find the correct alternative to that, that is, they issue suspended sentences, as it helps them to distinguish between trust, mistrust, and suspicion.

Second: bad intentions

An important component of suspicion, and it is based on deception, anxiety and mistrust, and Popko believes that doubt indicates here that individuals feel that the other person is hiding something from them or offending them, or that the person's actions or words may be double, they see them as plotting against them And they try to harm them, that is, to question the motives and intentions of others.

Third: cognitive activation

This characteristic is considered one of the most important components of suspiciousness, because it includes high levels of complex thinking processes that stimulate the generation of alternative explanations about the observed behavior in an attempt to explain the possible intentions and motives for deception, and it also leads individuals to more effective processing of information received about phenomena and events. (Bobko & et.al, 2014: 4).

Second: Self-Blame

It is believed that self-blame exists with the creation of man and with scientific developments and their progress, the problems facing individuals have increased over the various circumstances they go through, as some individuals tend to blame themselves and hold them responsible for all the difficulties or problems that happen to them, so here the individual does not realize himself Correct perception, but looks at it negatively as a result of its inability and failure to achieve what he aspires to, so he does not feel well-being and happiness because that feeling requires him to be self-confident and self-aware and be able to control the course of things, so he resorts to blaming himself and not tolerating himself (Mohi Religion, 2022: 41).

Among the reasons for self-blame:

1. Feelings of guilt as a result of blaming oneself for any problem or failure one is facing.
2. The instability of the family situation in which the individual lives, including parental conflicts.
3. The individual's exposure to feelings of inferiority and deprivation, as well as the cruelty that they see during parental treatment (Abbas, 2021: 44).
4. Theories that attempt to explain self-blame

First: Karen Horney's theory (1855-1952)

Horney also believes that self-accusation (self-blame) conceals feelings of guilt, which are mostly irrational feelings, and this is not limited to accusing himself

only, but also his feelings that he learned, that he does not deserve any appreciation or sympathy, and he is completely convinced that it is useless. As it appears

Second: Beck's theory (1976)

Beck interpreted self-blame based on the negative opinions or beliefs with which the individual expresses himself, the world around him, and the future as well. The experiences that the individual goes through stem from their negative, depressed, and hopeless concepts through their interaction in this manner. Therefore, relying on this method leads to The individual leads to a distorted perception of reality in a negative way, and then to issue an emotional response and desperate and negative behaviors. In other words, Beck believes that positive or ambiguous events derive their meanings from what we believe about them, as well as from our ability to confront these events (Jasim, 2020: 429).

Third: Janoff Pullman's theory (1979 Janoff bulman)

Janov Pullman believes that some cases of attributing negative events could represent one of the psychological defense states, which is that the individual has the ability to control and control what is happening around him, and therefore Pullman distinguished between two types of blame: behavioral self-blame and personal self-blame.

Behavioral self-blame is related to control and control, and includes attribution to a modifiable source, that is, it is associated with (the individual's behavior), which he feels controlled, temporary, and has adaptive responses.

As for personal self-blame, it is related to respect, and includes attribution to a source that is relatively unmodifiable, that is, it is associated with (the individual's personality) and the individual feels that he is not in control of it.

The third chapter (research methodology and procedures)

To achieve the objectives of the research, the researcher relied on the descriptive approach to suit the objectives of the current research.

First: the research community

The research community means the group of individuals, things, or elements to which the researcher seeks to generalize the results of his research. (Al-Daman, 2006: 16), and the current research community consists of female students in the Kindergarten Department in the College of Basic Education / Al-Mustansiriya University for the academic year (2022-2023), and their number is

(794) students, distributed over four stages of morning and evening studies, as shown in Table (1).) below:

Schedule (1) The research community is female students of the Kindergarten Department in the College of Basic Education / Al-Mustansiriya University

The stage	the number of students
The first	174
The second	160
Third	300
Fourth	160
Total	794

Third: the research sample

It is a partial group of the study population that is chosen in an appropriate manner, conducting the study on it and then using those results, and generalizing it to the entire original study population (Al-Mahmudi, 2019: 160). For the morning and evening studies and for the four academic stages (the first, the second, the third, and the fourth), the sample size was (400) students who were chosen randomly to apply the scale to them, as shown in Table (2).

Schedule (2) Basic research sample

The stage	the number of students
The first	85
The second	78
Third	159
Fourth	78
Total	400

Fourth: search tools

In order to achieve the objectives of the current research, the researcher built a measure of Suspicious Thinking and adopted the measure of self-blame by Abbas (2021), as follows:

First: the scale of Suspicious Thinking

Paragraph discrimination coefficient

The purpose of analyzing the paragraphs is to keep the good paragraphs after making sure of their ability to achieve discrimination among the in dividuals subject to the scale, because one of the basic and important conditions for the psychological and educational measures is that these paragraphs are characterized by a discriminatory ability between individuals with higher levels (individuals with high scores). From individuals with lower levels (individuals with low scores) in the trait that is intended to be measured, with the aim of keeping the items with high discrimination that distinguish between individuals and excluding the items that do not distinguish between them (Groniund, 1981:253).

Table (3) Discrimination coefficient of Suspicious Thinking paradigms

paragraph sequence	Lower group		Upper group		Calculated t-value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	
1.	3.213	1.434	1.324	0.623	12.550
2.	3.175	1.366	1.268	0.691	12.946
3.	3.398	1.074	2.194	1.036	11.536
4.	3.398	1.497	1.509	1.072	10.659
5.	2.805	1.462	1.203	0.733	10.174
6.	3.435	1.355	1.351	0.727	14.075
7.	3.509	1.286	1.944	1.190	9.279
8.	4.305	1.071	3.074	1.563	6.753
9.	3.879	1.294	2.194	1.233	9.791
10.	4.092	1.123	1.935	1.104	14.230
11.	3.953	1.292	2.018	1.175	11.509
12.	3.148	1.458	2.564	1.396	3.003
13.	4.046	1.130	3.027	1.363	5.976
14.	3.185	1.354	1.361	0.802	12.041
15.	3.629	1.437	1.277	0.653	15.477
16.	3.213	1.268	1.148	0.405	16.114
17.	3.601	1.296	1.527	0.911	13.590
18.	3.796	1.266	1.564	0.949	14.651
19.	3.861	1.195	1.657	1.006	14.657
20.	3.490	1.343	1.453	0.921	13.000
21.	3.472	1.314	1.361	0.729	14.593
22.	3.379	1.438	1.259	0.674	13.867
23.	3.935	1.087	1.759	1.101	14.611
24.	4.138	1.063	2.166	1.63	13.631
25.	3.685	1.149	1.675	1.083	13.220
26.	3.407	1.466	1.527	0.858	11.495
27.	4.148	1.100	3.138	1.608	5.381
28.	4.055	1.126	2.259	1.210	11.292
29.	3.564	1.262	1.277	0.608	16.957
30.	4.222	1.178	2.296	1.277	11.516
31.	4.083	1.060	2.648	1.348	8.694
32.	4.055	1.100	3.194	1.397	5.031
33.	3.407	1.453	1.824	1.273	8.513
34.	3.805	1.248	1.713	0.947	13.871
35.	4.129	1.103	2.037	1.281	12.859
36.	4.222	1.016	3.361	1.481	4.980
37.	3.805	1.248	1.583	0.977	14.561
38.	3.518	1.321	1.500	0.981	12.743
39.	3.861	1.370	3.148	1.616	3.496

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

The degree of correlation of the paragraph with the total score of the scale

To calculate the correlation of the paragraph score with the total score of the scale, the researcher used the Pearson correlation coefficient, as the results were as shown in Table (4).

Table (4) The correlation coefficient of the paragraph score with the total score of the paradoxical thinking scale

Paragraphs sequence	correlation coefficient values	paragraphs sequence	correlation coefficient values	paragraphs sequence	correlation coefficient values
1	0.584	14	0.554	27	0.285
2	0.575	15	0.635	28	0.522
3	0.552	16	0.636	29	0.648
4	0.486	17	0.549	30	0.532
5	0.567	18	0.595	31	0.460
6	0.643	19	0.592	32	0.276
7	0.482	20	0.581	33	0٤32
8	0.374	21	0.607	34	0.606
9	0.492	22	0.619	35	0.554
10	0.572	23	0.591	36	0.287
11	0.536	24	0.585	37	0.583
12	0.239	25	0.601	38	0.571
13	0.329	26	0.509	39	0.261

The value of the critical correlation coefficient at the level of significance (0.05) and with a degree of freedom (398) equal to (0.098)

Second: the self-blame scale

Paragraph discrimination coefficient

It means the ability of the vertebrae to distinguish between individuals with higher levels of individuals with lower levels in the measured trait, with the aim of retaining the vertebrae with high discrimination that discriminate between individuals and excluding the vertebrae that do not discriminate between them (Al-Zaher et al., 1999: 129).

table (5) Discrimination coefficient of the items of the self-blame scale

paragraph sequence	Lower group		Upper group		Calculated t-value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	
1	4.638	0.802	2.490	1.278	14.786
2	4.166	0.870	2.879	1.323	8.445
3	3.694	1.233	1.713	0.957	13.184
4	3.027	1.481	1.175	0.667	11.843
5	3.870	1.068	1.814	0.948	14.949
6	4.222	1.026	2.407	1.290	11.442
7	4.166	0.961	2.805	1.314	8.684
8	4.379	0.924	2.888	1.442	9.042
9	4.083	1.024	22.03	1.158	12.634
10	3.870	1.152	1.888	1.292	11.892
11	3.240	1.379	1.259	0.702	13.300
12	4.388	1.092	2.750	1.283	10.106
13	3.796	1.150	1.694	1.045	14.055
14	4.129	1.029	1.694	1.106	16.859
15	3.435	1.255	1.305	0.703	15.384
16	3.509	1.363	1.305	0.754	14.694
17	3.250	1.388	1.342	0.948	11.788
18	4.046	1.097	1.490	0.767	19.839
19	4.157	0.977	1.972	1.008	16.162
20	4.101	1.075	1.750	0.996	16.666
21	3.518	1.293	1.296	0.645	15.980
22	4.009	1.123	1.944	1.126	13.492
23	4.000	1.143	3.270	1.444	9.192
24	4.185	1.024	2.574	1.368	9.794

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

The degree of correlation of the paragraph with the total score of the scale

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 as shown in Table (6).

table (6) The values of the correlation coefficient of the paragraph score with the total score of the scale

Paragraphssequence	correlation coefficient values	paragraphssequence	correlation coefficient values	paragraphssequence	correlation coefficient values
1	0.639	9	0.556	17	0.522
2	0.437	10	0.505	18	0.671
3	0.560	11	0.568	19	0.620
4	0.570	12	0.512	20	0.631
5	0.635	13	0.610	21	0.648
6	0.541	14	0.673	22	0.546
7	0.443	15	0.629	23	0.451
8	0.476	16	0.628	24	0.466

The value of the critical correlation coefficient at the level of significance (0.05) and with a degree of freedom (398) equal to (0.098)

Chapter Four (Presentation, Discussion and Interpretation of the Results)

First: presenting and interpreting the results

The first objective: - To identify the Suspicious Thinking of the students of the Kindergarten Department.

To achieve the current goal, 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 average of the scale, as the results were as shown in Table (7).

Table (7) Results of the t-test to identify Suspicious Thinking among kindergarten students

variable	Sample volume	Arithmetic mean	standard deviation	hypothetical mean	degrees of freedom	T value		significance level0.05
						calculated	Tabular	
	400	108,39	27,00	117	399	6,378	1,96	D

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

The second objective: To identify self-blame among kindergarten students.

To verify the current objective, the researcher used the t-test for one sample in order to find out the significance of the difference between the mean scores of kindergarten students on the self-blame scale and the hypothetical average of the scale, as the results were as shown in Table (8).

Table (8) Results of the t-test to identify self-blame among kindergarten students

Variable	Sample volume	Arithmetic mean	standard deviation	hypothetical mean	degrees of freedom	T value		significance level0.05
						Calculated	Tabular	
self-blame	400	71,01	18,90	72	399	1,047	1,96	D

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

The third objective: - Knowing the significance of the differences in the relationship between Suspicious Thinking and self-blame among kindergarten students according to the variable of the school stage.

In order to verify the current goal, the researcher used the pretest test to find out the significance of the difference between the values of the correlation coefficient, as the results were as shown in Table (9).

Table (9) The results of the post-test to find out the significance of the difference in the relationship between Suspicious Thinking and self-blame according to the variable of the school stage

Stage	Number	correlation coefficient values	The standardized fisher value corresponding to the correlation coefficient	Z value		significance level0.05
				calculated	Tabular	
The first stage	85	0,655	0.784	0,987		non d
The second stage	78	0,735	0,940			
The first stage	85	0,655	0,784	1,410		non d
third stage	159	0,750	0,973			
The first stage	85	0,655	0,784	0,468	1,96	non d
The fourth stage	78	0,695	0,858			
The second stage	78	0,735	0,940	0,241		non d
third stage	159	0,750	0,973			
The second stage	78	0,735	0,940	0,509		non d
The fourth stage	78	0,695	0,858			
third stage	159	0,750	0,973	0,833		non d
The fourth stage	78	0,695	0,858			

The tabular value is at the level of significance (0.05) and with a

degree of freedom (398) equal to (1.96).

Fourth Objective: -The strength and direction of the relationship between Suspicious Thinking and self-blame among kindergarten students.

To achieve the current goal, the researcher used the Pearson correlation coefficient to calculate the relationship between Suspicious Thinking and self-blame, as the results were as shown in Table (10).

Table (10) Pearson correlation coefficient to identify the relationship between Suspicious Thinking and self-blame

Variable	Sample volume	The value of the correlation between Suspicious Thinking and self-blame	T value		significance level0.05
			Calculated	Tabular	
Suspicious Thinking X self-blame	400	0,710	20,14	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).

Fifth Objective: The extent to which paradoxical thinking contributes to the variation in self-blame among kindergarten students.

To find out the extent to which Suspicious Thinking contributes to self-blame among kindergarten students, the researcher used simple linear regression analysis. Through the results of regression analysis, it became clear that the value of the correlation coefficient for the relationship between Suspicious Thinking and self-blame amounted to (0.710), while the value of the determination coefficient was (0.50), which It represents the square of the correlation coefficient, as the p-value contained in Table (25) of (405,73) indicates that the regression model explains a large part of the data and that random differences are few. In addition, the p-value tests the significance of the relationship between Suspicious Thinking and self-blame, and since the value The calculated percentile is greater than the tabular percentile value of (3.86) at the level of significance (0.05). As a result, it can be said that there is a statistically significant relationship between Suspicious Thinking and self-blame, and after subjecting the value of the determination coefficient to regression analysis, the results were as shown in the table (11)

Schedule (11) Results of simple linear regression analysis

source of contrast	sum of squares	sum of squares	sum of squares	F value		significance level
				calculated	calculated	
Regression	72000,948	1	72000,948	405,73	3,86	D
Residual	70629,012	398	177,460			
total summation	142629,960	399				

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

Third: Recommendations

1. Holding scientific and cultural seminars and workshops that include guidance and educational guidance, and encouraging kindergarten students to participate in them to help them address the various social problems and issues they face.
2. The importance of involving female students in sports, cultural and recreational activities, in order to reduce the pressures, they are exposed to, maintain their psychological balance, develop self-confidence and instill desirable social behaviors.
3. Activating the role of the counseling units in the college to hold counseling seminars to educate students and to avoid types of negative thinking and how they agree with themselves.

Fourth: Proposals

Through the results of the current research, the researcher suggests the following:

1. Conducting a similar study on other samples from the community.
2. Studying the relationship of Suspicious Thinking with other variables such as intellectual stagnation, psychological preoccupation, mental closure, mental health, and poor psychological and social adjustment.
3. Studying the relationship between self-blame and some variables such as cognitive beliefs, social status, parental treatment, and psychological security.

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