

**SELF-AWARENESS & ITS RELATIONSHIP TO OPENNESS TO EXPERIENCE
AMONG EDUCATIONAL COUNSELORS**

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Abstract:

This study aims at identifying the following steps;

1. Identify the level of self-awareness among educational counselors.
2. Determine the statistically significant differences in self-awareness based on gender (males - females).
3. Determine the statistically significant differences in self-awareness based on years of service.
4. Identify the level of openness to experience among educational counselors.
5. Determine the statistically significant differences in openness to experience based on gender (males - females).
6. Determine the statistically significant differences in openness to experience based on years of service.
7. Explore the correlation between self-awareness and openness to experience.

The research sample consisted of 100 male and female counselors from the Second Al-Karkh Directorate of Education in Baghdad. The Sutton's Self-awareness Scale (2016) and a constructed scale for openness to experience based on the Five Factor Model by Costa and McCrae were used. After verifying their psychometric properties, both scales were applied to the research sample, and the following results were obtained:

- The research sample possesses self-awareness.
- There is no significant difference in self-awareness based on gender (males - females).
- There is no significant difference in self-awareness based on years of service.
- The research sample exhibits a high level of openness to experience.
- There is no significant difference in openness to experience based on gender (males - females).
- There is no significant difference in openness to experience based on years of service.
- There is no statistically significant correlation between self-awareness and openness to experience.

Based on the research findings, a set of recommendations and suggestions were provided.

Statement of the Problem:

The changes and developments that have occurred in society across all areas of education, professions, family life, economy, and social interactions have had a significant impact on individuals' lives. Consequently, numerous social, psychological, behavioral, and professional problems have emerged. This has necessitated the need for counseling services, particularly in educational institutions, to become an integral part of the educational process. This way, students can understand themselves better, become familiar with their surroundings, and adapt to themselves and their environment.

To achieve these objectives, it is essential for a counselor to possess certain personal characteristics. Among these characteristics, openness to experience stands out as a key trait that focuses on non-authoritarian values and being receptive to others' feelings and experiences. Individuals who are open to experience tend to possess cognitive traits that enable them to acquire a wealth of knowledge and information. They are inclined towards intellectual pursuits and often find creative solutions to problems. On the other hand, individuals who lack openness to experience struggle to explore new horizons and may face difficulties adapting to their environment. Their inability to develop their cognitive, behavioral, motivational, and emotional aspects limits their interaction with others and acceptance of different cultures. Consequently, they may experience poor adaptation, leading to a negative impact on their personalities and their interactions with others.

Moreover, individuals who are closed to experience tend to be traditional and conservative in their perspectives and behaviors. They prefer familiarity and routine over new experiences and have narrow interests.

Another critical aspect influencing personality traits is self-awareness. The self is the organizing force behind an individual's activities, balancing conflicting desires between internal personality forces and external pressures from the real world, including its restrictions and pressures. Self-awareness becomes crucial and sensitive when faced with these overwhelming forces, and at times, it may falter or struggle to reconcile innate needs with societal values and different teachings. When the desires of an individual conflict with societal values and they fail to find suitable solutions, their personality becomes a battleground for various struggles. This can manifest in oscillation, contradiction, anxiety, anger, hatred, and aversion towards inhibiting significant desires and hostility towards society. These struggles can lead to various negative emotions, psychological and physical disorders, and social issues. Therefore, self-awareness enables individuals to choose appropriate methods and cognitive-behavioral patterns, allowing them to recognize the state of conflict and find solutions, whether it is between their personal needs or societal norms.

Considering the role of counselors and the psychological, educational, and professional services they provide amidst challenging circumstances that students face, it becomes essential to focus on the educational counselor and provide an appropriate environment to enable them to carry out their work efficiently to achieve educational goals. Based on this role, the researcher conducted this study to understand the relationship between self-awareness and openness to experience among educational counselors in Baghdad. The study aimed to

contribute to a comprehensive understanding of the counselor's personality, explaining their behavior, predicting it, and understanding their approach in dealing with problems they encounter in their professional lives. The research problem, therefore, revolves around investigating the relationship between self-awareness and openness to experience among a sample of educational counselors in Baghdad, taking into account variables such as gender, years of service, and other relevant factors .

Importance of the Research:

Researchers have long regarded self-awareness as a means of reducing psychological stress and as a path for self-development, especially in individuals with good mental health. Four decades ago, Fenigstein et al. (1975) suggested that increased self-awareness is both a tool and a goal at the same time. In recent times, self-awareness has been found to have various aspects, including mindfulness, which has shown a clear impact on mental health outcomes. The significance of self-awareness extends beyond well-being and mental health, encompassing significant effects on daily performance. It promotes critical thinking, alertness, and perseverance in tasks despite associated stress (Fenigstein, 1975).

Goleman pointed out that self-awareness helps in controlling impulses, managing various confrontations, self-motivation, empathy, and personal fitness. These emotional and social skills are distinguishing factors in individuals who are successful in their social lives (Goleman, 1995).

Individuals with self-awareness possess the ability to perceive their emotional states while experiencing them. They have insight into their emotional lives, characterized by independent and confident personalities, good physical and mental health, and the skill to overcome negative moods by rational management of their emotions (Aziz, 2015).

Research by Najjar (2018) highlighted the relationship between self-awareness and professional compatibility. Professional compatibility involves helping oneself adapt to the professional environment, resulting in satisfaction, happiness, and the ability to develop one's capabilities to align with the nature of their work. Additionally, individuals with high self-awareness have a sense of self-control and social interaction, along with work satisfaction.

Outstanding individuals often possess self-awareness regarding their thoughts. They exhibit strong conviction and high self-confidence. They believe that all problems can be overcome and confronted, exhibiting conscious and gradual analysis of situations and challenges. Conversely, individuals with lower self-awareness lack this sense or feeling compared to more self-aware individuals (Al-Khalidi, 2014).

Self-awareness helps identify behaviors contributing to professional and personal development while pinpointing behaviors hindering progress and growth. It also aids in situational control, assuming responsibility, and understanding oneself. This extends to recognizing strengths and weaknesses, affecting positive relationships with others and mental well-being. Developing a sense of self-awareness is essential in making sound decisions, as it involves the ability to

examine and identify personal characteristics and beliefs that influence one's teaching and learning approach (Abdulhadi & Al-Bustami, 2015).

Research has found that individuals with a higher openness to experience are more creative and exhibit a stronger inclination towards seeking creative accomplishments and engaging in divergent thinking. They also show an interest in creative hobbies and maintain high motivation to learn and acquire new information continuously (Kaufman et al., 2016).

Openness to experience is associated with the need for cognition, which represents a person's inclination to seek and persevere in activities necessary to stimulate thinking and engage in complex cognitive tasks. Individuals with this trait enjoy solving puzzles and problems through brainstorming and analyzing ideas (Fleischhauer et al., 2010).

Moreover, studies have shown a correlation between openness to experience and social, political, and liberal ideological attitudes, as well as openness to others, acceptance of social, cultural, and religious diversity, while rejecting all forms of authoritarianism. Openness to experience also plays a role in an individual's relationship with others and life in general. Individuals with high openness are capable of establishing positive relationships with others due to their alertness, openness, mental flexibility, and multiple perspectives (Al-Saeed, 2021).

Within the efforts made by the Higher Counseling Committee to secure a qualified and educational team to carry out the counseling process in Iraqi schools, the Ministry of Education has set specific conditions for practicing counseling. One of these conditions is that the counselor must be authentic, open-minded, and conscious of their values and principles. The significance of this current research lies in revealing these two variables among an essential group, the educational counselors, who play a supportive role in the educational process and contribute to its success. Additionally, the findings of this study would enrich the existing knowledge in the field and benefit those involved in counseling.

Objectives:

1. To know the self-awareness of educational counselors.
2. Identify the statistically significant differences in self-awareness according to the gender variable (male-female).
3. Identify the statistically significant differences in self-awareness according to (years of service).
4. Recognize the openness to the experience of educational counselors.
5. Identify the statistically significant differences in openness to experience according to the gender variable (male - female).
6. Know the statistically significant differences in openness to experience according to (years of service).
7. The correlation between self-awareness and openness to experience.

Research Community:

The research community consists of (366) male and female guides, with (109) males and (257) females, in the second Karkh breeding in Baghdad governorate.

The Research Sample:

The research sample consisted of (100) male and female counselors in the second Karkh Education Directorate in Baghdad Governorate.

Search Limits:

The current research is determined by educational counselors affiliated to the second Karkh Education Directorate in Baghdad Governorate for the academic year (2022-2023).

Definition of terms:

Openness to experience: a factor of the five factors of personality, describing the extent of a person's ability and ingenuity in integrating into abstract thinking.

Self-awareness:

the individual's ability to appreciate and know himself, discover his moods, distinguish between his different emotions, the quality of his responses when exposed to different situations, possessing realistic awareness of capabilities, and strong emotional self-confidence (Goleman, 1995).

Theoretical framework:

The concept of self-awareness:

Self-awareness is generally seen as individuals' awareness of their internal states, their interactions, and their relationships with others (Trapnell & Campbell, 1999). It is also viewed as a comprehensive theoretical construct, and it is activated in different ways depending on the focus of the research.

Duval & Wicklund referred to self-awareness as the ability to focus on oneself and how the actions, thoughts, or feelings of the individual are compatible or inconsistent with his internal standards.

A distinction is often made between situational self-awareness and self-awareness (tendency):

Situational self-awareness is an automatic process through which we compare our current procedures with our internal standards, and make changes when necessary to reduce cases of inconsistency (Silvia & Duval, 2001).

As for self-awareness (tendency): also known as self-attention or self-awareness (self), it is the tendency similar to the characteristics of an individual, in which he focuses on and thinks about his own psychological processes and internal experiences, in addition to his relationships with others (Fenigstein et al, 1975).

Self-awareness has been divided into two parts:

General self-awareness: It is the realization of how we can appear to others, and it enables us to adhere to social norms and behavior in socially acceptable ways. Through it, the individual can understand how others view him, and it is likely that when the individual realizes

how others see him, he will be more sympathetic to individuals who have different points of view, for example, leaders whose self-perception coincides with the perceptions of others have more chances to empower others, contain them, and get to know them.

Private self-awareness: It is the ability to observe and think about the internal state of the individual. They are characterized by introspection and are able to deal with their feelings and reactions. They are able to clarify their feelings, thoughts, behaviors, strengths and weaknesses, and they are able to recognize their influence on others, and through it the individual can understand how people view him (Ben Sassi, 2021).

Explanatory theory:

Goleman (1995) theory: Self-awareness is viewed as the individual's ability to value and know himself, discover his moods, distinguish between his different emotions, the quality of his response when exposed to different situations, and possess a realistic awareness of capabilities and a strong sense of self (Goleman, 1995).

Goleman believes that self-awareness is perhaps the most important aspect of emotional intelligence, because it allows the exercise of self-control In other words, it does not refer to suppressing feelings, but rather awareness of these feelings and that he can deal and adapt to what surrounds us in an effective way. and appreciation (Abu Jado, 2004).

Goleman discovered that individuals are characterized by different methods of self-awareness, and these methods are:

1 -Self-aware: They are individuals who acknowledge their moods when they occur and know a lot about their emotional states. This clarity in understanding emotions may be associated with other personal characteristics. They are automatic and confident in their own limits, and they enjoy good psychological health and a positive outlook on life. When they suffer from bad moods, they are not preoccupied with thoughts or obsessions.

2- Engufed: These people are overwhelmed by their emotions, they are unable to suppress them and they are aware of their situations and feelings and are settled in them more than they are aware of them and they have no control over their emotions, they feel that they are drowned in their emotions, and they are fluctuating in their moods and are completely unaware of their feelings to the point of being lost and moving away from their goals, and they rarely try to escape from their bad psychological state.

3- Self-Accepting: These people have a clear vision of their feelings, but they accept them. They do not try to change them. There are two types of these:

The first type includes those who are in a good mood and then have no motivation to change it.

The second type includes those who have a clear vision of their psychological state, yet when they are exposed to a bad psychological state they accept it as a fait accompli and do not do anything to change it despite their depression.

Coleman identified three domains of self-awareness, including:

1. **Emotional Awareness:** It is the continuous attention to the emotional state and the thoughts accompanying it. The individual who has the ability to manage his emotions does not allow any situation to affect his mood. He also focuses on his actions and what he should do and expresses his feelings in a positive way. Anyone who lacks management of his emotions remains in a state of continuous struggle.
2. **Self-Confidence:** It is one of the areas of awareness in which one does not dispense with certain positions in various situations in social life and education, as it is the energy that enables the individual to bring out his talents and potentials.
3. **Accurate Self-Assessment** Accurate self-assessment depends on the individual comparing his behavior in a specific situation with the internal test that the individual accepts for this behavior.

Interpretation of Openness to Experience:

The Big Five personality traits model has played a prominent role in recent educational and psychological studies, highlighting its importance in an individual's social, moral, and professional life, as well as in their career and work. The Costa and McCrae model (Costa & McCrae, 1985) is one of the most important models that explain personality traits. This model emerged due to significant advancements in statistical psychology, where factor analysis was used to condense the most recurrent traits, leading to the emergence of personality trait theories. One of the most notable among them is the Five-Factor Model, which can be traced back to Fiske, who extracted five personality factors through factor analysis of the Catell's list. Costa and McCrae further developed the model by adding a new dimension called Openness to Experience in 1985. They also developed scales in 1989 for both Agreeableness and Conscientiousness, and they arrived at five major factors of personality, namely:

1. Neuroticism (N):

This factor represents emotional instability, indicating that individuals tend to experience emotional instability, dissatisfaction with oneself, and difficulty in coping with life's demands. It is associated with anxiety.

2. Extraversion (E):

Extraverted individuals are sociable, enjoy mingling with others, conform to external standards, direct their attention outward, and respect traditions and authority. They tend to interpret the external world using logic and prefer living according to established and objective rules.

3. Agreeableness (A):

Agreeableness is highly related to personal relationships. It enables individuals to cope with the challenges and pressures of public life and reflects individual differences in caring about

achieving social harmony. People high in agreeableness are characterized by tolerance, trust, and good nature.

4. Conscientiousness (C):

Conscientiousness contributes to the way incentives are controlled and organized. It includes a factor known as the need for achievement, and individuals high in conscientiousness avoid problems and achieve high levels of success through purposeful planning and perseverance. They are trusted by others and viewed positively.

5. Openness to Experience (O):

Openness to Experience refers to a state of conscious awareness of life experiences and events in all their diversity, richness, and multiple perspectives. It represents a pluralistic vision, broad horizons, and a willingness to embrace novelty. People who are open to experience tend to be intellectually curious, appreciative of art, and sensitive to beauty. They are more aware of their emotions and are inclined to think and act in unconventional and nonconformist ways. On the other hand, those who are closed to experience prefer narrow interests and favor simplicity, clarity, and the familiar. They may view art and science with skepticism, considering them as difficult and fruitless attempts without scientific benefits. Closed individuals prefer the familiar over the new and are conservative in their thinking style. This trait is crucial in jobs requiring police work and sales.

According to Hotard (1995), individuals with high Openness to Experience have a broader range of interests and can be described as liberated and capable of critical thinking and criticism. They have principles, but they tend to explore new methods and consider them. On the other hand, individuals with low Openness to Experience have fewer interests and are more conservative in their thinking style. Adherence to traditions, being more comfortable with familiar things, and not necessarily being authoritarian are characteristics of individuals who are conservative in their Openness to Experience. This represents the fundamental image of a conservative individual in various important roles, such as financial managers, project managers, and applied science professionals. It is worth mentioning that Openness to Experience includes a strong desire for novelty, appreciation for intelligence and creativity, belief in a just world, intellectual engagement, a need for diversity, aesthetic sensitivity, valuing non-authoritarianism, openness to others' emotions and experiential knowledge.

The characteristics represented by Openness to Experience, according to the table developed by Costa and McCrae (1992), can be summarized as follows:

- 1. Fantasy:** The individual has strong and abundant imaginations and a vivid fantasy life. They have many dreams and unusual aspirations. Their frequent daydreams are not an escape from reality but rather a way to create an environment that suits their fantasies. They believe these fantasies are an important part of their lives and help them endure and enjoy life.
- 2. Aesthetics:** This aspect reflects a love for art and literature, with prominent interests in appreciating all forms of arts and aesthetics.
- 3. Feelings:** The individual expresses their psychological states or emotions more intensely than others, often experiencing emotional extremes, transitioning from extreme happiness to sudden sadness. External emotional expressions are more visible,

such as physiological signs accompanying emotions in even mildly stressful and unexpected situations.

4. **Actions:** There is a desire to engage in novel activities, explore new interests, and visit places never visited before. They enjoy trying new and exotic foods, seek to break the daily routine, and embrace adventure.
5. **Ideas:** Openness to Experience involves mental openness, quick-wittedness, avoidance of mental rigidity, receptivity to novelty, cleverness, insight, and perceptiveness.
6. **Values:** There is a tendency to reconsider social, political, and religious values. An open individual affirms the values they adopt and fights for them. On the other hand, a closed individual tends to align with political parties, for instance, and accepts all traditional legislations.

Individuals who score high in Openness to Experience possess a broader range of interests and are considered liberated, capable of critical thinking and criticism, with principled beliefs. They tend to explore and consider new methods and ideas. Conversely, those who score low in Openness to Experience have fewer interests and a more conservative thinking style.

Previous studies:

Al-Tamimi (2022) conducted a study aimed at identifying the correlation between openness to experience and its relationship to self-categorization among educational counsellors. The research sample consisted of (220) male and female male and female counselors from the Diyala Education Directorate. The two research tools were applied to the research sample and using statistical tools. E) For the variable number of years of service,

Bahedh (2018) conducted a study aimed at identifying the nature of the correlation between the professional competence of educational counselors and its relationship to empathy and openness to experience.

Ghaleb conducted a study aimed at knowing the relationship between the five factors of personality and achievement motivation among a sample of educational counselors in Hebron Governorate, in the light of the variables of gender, years of experience, educational qualification, and marital status. There are differences in the factor of openness to experience in favor of holders of a master's degree, and a negative relationship was created between the factor of openness to experience and achievement motivation.

Sutton (2016) study aimed at more knowledge of self-awareness by building a measure of self-awareness and finding the relationship between it and mental alertness, meditation, rumination, insight, and thinking, where the results showed that there is a positive relationship between self-awareness, thinking, insight, mental alertness, and meditation, while the relationship is negative with rumination.

The study of Abdul-Hadi and Al-Bustami (2015) The study aimed to identify the level of self-awareness among faculty members at Abu Dhabi University who speak Arabic. For the gender variable (male, female), specialization, and years of experience

Research methodology and procedures:

First: Research Methodology:

The approach that was adopted in the current research is the descriptive correlative approach, which aims to describe the phenomenon in an accurate description, and also aims to study the phenomenon as it exists in reality and describes it in an accurate description.

Second: Search procedures: Search procedures:

The research community: Population of the Research: a procedure

The research community is defined as all the individuals who are included in the subject of the research and whose results will be circulated to them. The current research community consisted of (366) male and female counselors, with (109) males and (257) females, in schools affiliated to the Second Karkh Education Directorate in Baghdad Governorate.

Second: The research sample:

The research sample consisted of (100) male and female counselors from the schools of the second Karkh Education Directorate in Baghdad Governorate.

Third: Research Tools

In order to achieve the objectives of the current research, the researcher adopted the self-awareness scale (2016) Sutton.

Building a tool to measure openness to experience. The following describes the two tools and extracts their psychometric characteristics:

The measure of self-awareness:

The literature, studies, and theoretical frameworks related to the variable of self-awareness were reviewed, and the scales that were used to measure self-awareness were reviewed. The Sutton (2016) scale was adopted, because the scale was built on the current research sample, who are the mentors, and that the scale is devoid of social desirability and its paragraphs are appropriate to the culture of Iraqi society, as well as having good psychometric properties (honesty and stability), and the following procedures were taken:

- 1. Translation of the self-awareness scale:** The original version of the self-awareness scale was presented to two experts in the English language to translate it from English into Arabic, then the researcher unified the two translations into one translation, and then it was presented to an expert in the Arabic language.
- 2. Description of the self-awareness scale in its original form:** The self-awareness scale in its original form consisted of (38) items, and all the items were in the direction of the phenomenon.
- 3. The type of alternatives and the method of correcting the self-awareness scale**

Five-five alternatives were used for the scale as follows (always-often-sometimes-rarely-never), and scores were given as follows: (always = 5, often = 4, sometimes = 3, rarely = 2, never = 1) for the paragraphs, and since the number of paragraphs is (38), the highest score is (95) and the lowest score is (38).

4. Face Validity

The scale was presented in its initial form to a group of arbitrators specialized in psychology and asked to express their opinions and observations, the validity of its paragraphs, alternatives and their weights, and what requires deletion or modification, as an agreement percentage (80%) or more was adopted for the paragraph in order for it to be valid and remain in the scale, and some paragraphs were reformulated and amended according to the opinions of the arbitrators.

5. Preparing instructions for the self-awareness scale

The instructions of the scale are considered as the guide that guides the respondent during his response to the paragraphs of the scale, and to conduct the exploratory experiment of the scale of self-awareness in order to ensure that all the paragraphs are clear and have no ambiguity. The expected time for the answer was also calculated and was at a rate of (8) minutes.

Statistical analysis of the paragraphs

To analyze the paragraphs, two methods were used:

A- The discriminatory power (two extreme groups method).

To calculate the discriminatory power of each item of the self-awareness scale, the following steps were taken:

Reliance on 27% of individuals in each of the two extreme groups (upper and lower).

According to Kelly (1939) point of view, the rate (27%) achieves the best compromise between two contradictory and desirable goals at the same time, in order to obtain the least possible size for the two extreme groups, and to obtain the maximum difference for the two extreme groups.

The scale was applied to the sample of (100) male and female counsellors, all questionnaires were corrected and the total score for each questionnaire was extracted, then the questionnaires were arranged from the highest score to the lowest score, and (27%) of the upper and lower groups were sorted, each of which reached (27) questionnaires, and then the arithmetic mean and standard deviation were calculated for each item of the scale from the upper and lower groups, then the t-test was used for two independent samples Figure to test the significance of the differences between the mean scores of the upper and lower groups on each item of the scale, because the calculated t-value represents the discriminatory power of the item between the upper and lower groups. Table (1) shows this.

Table (1)

The discriminatory power of the self-awareness scale using the two extreme samples

indicatio n	Calcul ated Surplu s	Stand ard Devia tion	Arith metic Mean	Gro up	Paragr aph numb er	indica tion	Calcul ated Surplu s	Stand ard Devia tion	Arith metic Mean	the gro up	Paragr aph numb er
function	7.33		3.81	high er	20	functi on	5.35	0.42	3.78	high er	1
		0.4	2.63	low er				0.83	2.81	low er	
function	6.32		3.78	high er	21	functi on	7.20	0.32	3.89	high er	2
		0.74	2.7	low er				0.76	2.74	low er	
function	3.75		3.52	high er	22	functi on	6.17	0.47	3.7	high er	3
		0.42	2.78	low er				0.85	2.56	low er	
function	6.81		3.78	high er	23	functi on	9.46	0.4	3.81	high er	4
		0.78	2.67	low er				0.69	2.37	low er	
function	4.52		3.48	high er	24	functi on	5.93	0.32	3.89	high er	5
		0.7	2.56	low er				0.78	2.93	low er	
function	5.45		3.48	high er	25	functi on	7.59	0.36	3.85	high er	6
		0.75	2.44	low er				0.64	2.78	low er	
function	6.30		3.67	high er	26	functi on	7.13	0.27	3.93	high er	7
		0.42	2.74	low er				0.62	3	low er	
function	5.92		3.67	high er	27	functi on	8.61	0.4	3.81	high er	8
		0.73	2.74	low er				0.54	2.7	low er	

function	4.50		3.44	high er	28	functi on	7.13	0.36	3.85	high er	9
		0.7	2.59	low er				0.78	2.67	low er	
function	6.25		3.67	high er	29	functi on	3.34	1.06	3.26	high er	10
		0.8	2.67	low er				0.8	2.41	low er	
nonfuncti onal	1.88		3.22	high er	30	functi on	7.91	0.32	3.89	high er	11
		0.7	2.74	low er				0.6	2.85	low er	
function	6.34		3.74	high er	31	functi on	5.27	0.72	3.7	high er	12
		0.7	2.7	low er				0.67	2.7	low er	
function	2.61		3.41	high er	32	functi on	6.95	0.57	3.59	high er	13
		0.48	2.74	low er				0.64	2.44	low er	
nonfuncti onal	0.87		3.11	high er	33	functi on	4.67	0.76	3.26	high er	14
		0.59	2.85	low er				0.63	2.37	low er	
nonfuncti onal	0.74		3.04	high er	34	functi on	5.17	0.68	3.33	high er	15
		0.48	2.85	low er				0.64	2.41	low er	
function	2.99		3.07	high er	35	functi on	5.31	0.32	3.89	high er	16
		0.66	2.19	low er				0.73	3.07	low er	
function	5.48		3.59	high er	36	functi on	6.03	0.32	3.89	high er	17
		0.75	2.56	low er				0.8	2.89	low er	

nonfunctional	0.27-		2.44	higher	37	function	10.45	0.27	3.93	higher	18
		0.64	2.52	lower				0.53	2.74	lower	
nonfunctional	1.62		3.11	higher	38	function	6.60	0.19	3.96	higher	19
		0.48	2.7	lower				0.73	3	lower	

From the above table it is clear that all paragraphs are distinct because their calculated t-values are higher than the tabular t of (1.96) at (0.05) and degrees of freedom (52), except for paragraphs (30-33-34-37-38).

B- The Internal Consistency Method

It means that the scale is characterized by paragraphs that are consistent with the answer because they all measure the same function or phenomenon and the meaning of their consistency, that is, they do not contradict, but rather agree in their measurement of what the scale measures, and to achieve this, the following were used:

* Extracting the relationship of the score of each paragraph with the total score of the self-awareness scale

This method is based on calculating the correlation between the score of the respondents on the scale as a whole and their scores on each item of the scale. All questionnaires were corrected and the total score for each questionnaire was calculated. Then, Pearson's correlation coefficient was calculated between the score of each item of the scale and its total score. Table (2) shows that:

Table (2)

The validity of the items of the self-awareness scale using the method of the item score relationship with the total score

indication	link value	Paragraph	indication	link value	Paragraph	indication	link value	Paragraph	indication	link value	Paragraph
Function	0.56	31	Function	0.59	21	Function	0.66	11	Function	0.50	1
Function	0.31	32	Function	0.35	22	Function	0.52	12	Function	0.60	2
I fell into discrimination		33	Function	0.61	23	Function	0.59	13	Function	0.46	3
I fell into discrimination		34	Function	0.52	24	Function	0.44	14	Function	0.68	4

Function	0.33	35	Function	0.56	25	Function	0.48	15	Function	0.60	5
Function	0.48	36	Function	0.58	26	Function	0.55	16	Function	0.59	6
I fell into discrimination		37	Function	0.59	27	Function	0.62	17	Function	0.56	7
I fell into discrimination		38	Function	0.42	28	Function	0.66	18	Function	0.60	8
			Function	0.61	29	Function	0.65	19	Function	0.65	9
			I fell into discrimination		30	Function	0.67	20	Function	0.40	10

By observing the above table, it is clear that the sum of the values is statistically significant, and that its correlation with the total score is higher than the tabular correlation value of (0.20) at the level of (0.05) and the degree of freedom (98).

- Cronbach's alpha stability for the self-awareness scale:

The researcher verified the stability of the self-awareness scale using Cronbach's alpha method, based on the data of the total sample, and the reliability coefficient of this method reached (.920) after deleting the unmarked items.

Second: openness to experience:

After examining the researcher with the literature and previous studies related to the topic of openness to experience, such as the study of (Al-Shamali, 2014) and the study of (Tibawi, 2020), and the Thiel scale (2021).

The researcher found that the standards of these studies are not commensurate with the objectives of the current research, either because of the differences in the characteristics of the sample or the ambiguity of the paragraphs, so the researcher built a measure of openness to experience according to the scientific steps followed in preparing the standards.

1. Defining the concept and its dimensions:

The definition of openness to experience was adopted by Costa and Macari. It was defined as the extent to which an individual accepts the values and beliefs of others and is interested in new, non-traditional ideas. It includes many features such as imagination, open-mindedness, strength of insight, abundance of interests, tolerance, and curiosity for the external and internal world. It is divided into six dimensions:

* **Aesthetics**:: reflects the love of art and literature and prominent interests in tasting all kinds of arts and aesthetics

* **Fantasy:** In it, the individual reflects many strong perceptions, a life full of imagination, dreams and aspirations, and daydreaming is not an escape from reality, but rather an environment suitable for his fantasies.

* **Feelings:** They appear as an expression of psychological states or emotions in a stronger way than others, and extremism in the situation, as the individual feels the peak of happiness, then suddenly moves to the peak of sadness. .

* Actions and show the desire to define activities and interests and go to places that have not been visited before and like to try new and strange meals of food, and the desire to get rid of the daily routine, and adventure.

* **Ideas:** It reflects mental openness, intelligence, lack of stagnation, renewal or innovation in ideas, cunning and insight.

* **Values:** It is represented by the tendency to reconsider the social, political and religious values. The individual who is open to values, we find him confirming the values that he embraces and fights for.

2. Drafting Paragraphs:

For the purpose of formulating the paragraphs, the researcher looked at previous standards and literature related to openness to experience, which were mentioned earlier. Some paragraphs were derived from the theoretical literature of the variable, covering the theoretical definition of each dimension of the dimension. When formulating the paragraphs, it was made sure that the paragraphs are positive and others negative, and the Likert method was adopted in building the scale by putting five alternatives to answer the scale.

3 -Numbers of scale instructions:

In it, it was emphasized the need to choose the appropriate response that expresses the frank opinion about the content of the scale paragraphs, as the purpose of applying the scale and how to answer was clarified, as an illustrative example was developed to help the respondent identify how to respond correctly.

4. Face validity

The paragraphs of the scale were presented with the definitions of each dimension of the exclusion, the instructions for answering and the validity of the approved alternatives to respond to each paragraph, to (12) arbitrators in educational and psychological sciences, measurement and evaluation, as an agreement percentage (80%) or more was adopted for the paragraph in order to be valid and keep it in the scale.

5. Statistical analysis:

The statistical analysis was conducted for the measure of openness to experience, as was the measure for self-awareness, where it was used:

A- Discriminatory honesty, as shown in Tables (3).

Tables(3)

The discriminatory power of the openness to experience scale using the two extreme samples

indication	Calculated Surpluses	Standard Deviation	Arithmetic mean	the group	Paragraph number	indication	Calculated Surplus	Standard Deviation	Arithmetic mean	the group	Paragraph number
Function	3.61	0.82	3.15	higher	21	Function	3.61	0.32	3.89	higher	1
		0.98	2.26	lower				0.96	3.19	lower	
Function	3.98	0.91	3.3	higher	22	Function	3.27	0.69	3.63	higher	2
		0.79	2.37	lower				0.81	2.96	lower	
Function	4.87	0.76	3.26	higher	23	Function	3.41	1.01	3.11	higher	3
		0.8	2.22	lower				0.81	2.26	lower	
Function	3.11	0.94	3.26	higher	24	Function	4.95	0.69	3.41	higher	4
		0.8	2.52	lower				0.84	2.37	lower	
Function	4.64	0.96	3.19	higher	25	Function	5.30	0.64	3.56	higher	5
		0.85	2.04	lower				0.69	2.59	lower	
Function	2.03	1.14	2.19	higher	26	Function	3.87	0.78	3.3	higher	6

		0.84	1.63	low er				0.7	2.52	lower	
Functi on	4.12	0.8	3.44	hig her	27	Functi on	4.15	0.75	3.56	higher	7
		0.85	2.52	low er				0.88	2.63	lower	
Functi on	2.07	0.83	3.33	hig her	28	Functi on	2.38	1.01	2.22	higher	8
		1	2.81	low er				0.93	1.59	lower	
Functi on	4.62	0.92	3	hig her	29	Functi on	5.91	0.83	3.19	higher	9
		0.91	1.85	low er				0.73	1.93	lower	
Functi on	5.25	1.02	2.96	hig her	30	Functi on	2.58	1.12	2.48	higher	10
		0.84	1.63	low er				0.74	1.81	lower	
Functi on	4.92	1.04	3.19	hig her	31	Functi on	2.63	0.83	3.33	higher	11
		0.83	1.93	low er				1.11	2.63	lower	
Functi on	3.03	0.71	3.26	hig her	32	Functi on	2.93	0.4	3.81	higher	12
		0.97	2.56	low er				0.9	3.26	lower	
Functi on	5.13	1.03	2.85	hig her	33	Functi on	2.85	0.89	3.48	higher	13
		0.62	1.67	low er				1.1	2.7	lower	
Functi on	3.54	0.99	2.85	hig her	34	Functi on	2.27	0.99	3.15	higher	14

		0.85	1.96	low er				1.05	2.52	lower	
Functi on	3.24	0.95	3.3	hig her	35	Functi on	4.43	0.88	3.33	higher	15
		0.89	2.48	low er				0.9	2.26	lower	
Functi on	6.89	0.47	3.7	hig her	36	Functi on	3.29	0.89	3.48	higher	16
		0.98	2.26	low er				1.08	2.59	lower	
Functi on	4.10	1.14	3	hig her	37	Functi on	5.56	0.75	3.44	higher	17
		0.65	1.96	low er				0.81	2.26	lower	
Functi on	3.83	0.7	3.52	hig her	38	Functi on	2.42	1.1	2.7	higher	18
		0.92	2.67	low er				0.78	2.07	lower	
Functi on	3.81	0.75	3.44	hig her	39	Functi on	5.25	0.7	3.56	higher	19
		0.89	2.59	low er				0.75	2.52	lower	
Functi on	6.12	0.55	3.67	hig her	40	Functi on	2.35	0.9	2.74	higher	20
		0.8	2.52	low er				0.95	2.15	lower	

From the observation of the above table, it is clear that all the paragraphs are distinguished because their calculated t-values are higher than the tabular t of (1.96) at the level of (0.05) and the degree of freedom (52).

Structural honesty:

To achieve this, it was used:

1 -The method of the relationship of the score of each paragraph with the total score of the self-awareness scale, as in Table (4).

Table (4)

The validity of the items of the Openness to Experience scale using the method of the item's score relationship with the total score

indicat ion	link val ue	Paragr aph	indicat ion	link val ue	Paragr aph	indicat ion	link val ue	Paragr aph	indicat ion	link val ue	Paragr aph
Function	0.49	31	Function	0.37	21	Function	0.30	11	Function	0.38	1
Function	0.37	32	Function	0.47	22	Function	0.36	12	Function	0.33	2
Function	0.57	33	Function	0.40	23	Function	0.34	13	Function	0.34	3
Function	0.37	34	Function	0.43	24	Function	0.28	14	Function	0.42	4
Function	0.35	35	Function	0.48	25	Function	0.48	15	Function	0.37	5
Function	0.53	36	Function	0.31	26	Function	0.42	16	Function	0.31	6
Function	0.41	37	Function	0.43	27	Function	0.42	17	Function	0.40	7
Function	0.38	38	Function	0.30	28	Function	0.34	18	Function	0.35	8
Function	0.35	39	Function	0.49	29	Function	0.44	19	Function	0.54	9
Function	0.52	40	Function	0.47	30	Function	0.32	20	Function	0.32	10

Note: The sum of the values in the above table correlate with the total score is statistically significant, being higher than the tabular correlation value of (0.20) at the level of (0.05) and the degree of freedom (98).

2. Using the method of relating the paragraph score to the total score of the field to which it belongs, as shown in Table (5):

Table (5)

The validity of the items of the openness to experience scale using the method of the item's degree relationship with the total degree of the field to which it belongs

indicat ion	link val ue	the field	Paragr aph	indicat ion	link val ue	the field	Paragr aph	indicat ion	link val ue	the field	Paragr aph
functio n	0.58	fantasy	29	functio n	0.64	Actio ns	15	functio n	0.63	beaut y	1
functio n	0.73	fantasy	30	functio n	0.58	Actio ns	16	functio n	0.52	beaut y	2
functio n	0.75	fantasy	31	functio n	0.53	Actio n	17	functio n	0.59	beaut y	3
functio n	0.61	fantasy	32	functio n	0.53	thoug hts	18	functio n	0.59	beaut y	4
functio n	0.58	fantasy	33	functio n	0.47	thoug ht	19	functio n	0.52	beaut y	5
functio n	0.47	princip les	34	functio n	0.41	thoug ht	20	functio n	0.57	beaut y	6
functio n	0.54	princip le	35	functio n	0.50	thoug ht	21	functio n	0.60	feelin gs	7
functio n	0.70	princip le	36	functio n	0.59	thoug ht	22	functio n	0.42	feelin g	8
functio n	0.55	princip le	37	functio n	0.54	thoug ht	23	functio n	0.69	feelin g	9
functio n	0.53	princip le	38	functio n	0.44	thoug ht	24	functio n	0.61	feelin g	10
functio n	0.52	princip le	39	functio n	0.66	thoug ht	25	functio n	0.59	feelin g	11
functio n	0.59	princip le	40	functio n	0.5	thoug ht	26	functio n	0.46	feelin g	12
				functio n	0.45	fantas y	27	functio n	0,52	Actio ns	13
				functio n	0.33	fantas y	28	functio n	0.58	Actio ns	14

From the above table it is clear that the sum of the values correlate with the total degree of the field is statistically significant because it is higher than the tabular correlation value of (0.20) at the level of (0.05) and the degree of freedom (98).

3. By using the domain-to-domain relationship method and the domain to the total degree, as in Table (6):

Table (6)

The validity of the scale of openness to experience using the domain-to-domain relationship method and the domain to the total degree

Openness to experience	Value	fantasy	thoughts	Actions	feelings	beauty	the field the field
0.63	0.34	0.40	0.33	0.38	0.35	1	beauty
0.67	0.35	0.35	0.40	0.53	1	--	feelings
0.68	0.37	0.39	0.39	1	--	--	Actions
0.77	0.54	0.46	1	--	--	--	thoughts
0.75	0.51	1	--	--	--	--	fantasy
0.77	1	--	--	--	--	--	principles

-Cronbach's alpha stability for the scale of openness to experience:

The researcher verified the stability of the openness to experience scale using Cronbach's alpha method, by relying on the data of the total sample, and the reliability coefficient of this method was (0.860).

Results and discussion:

Objective (1): To identify the self-awareness of the research sample.

To achieve this goal, the researcher applied the measure of self-awareness to the (100) research sample individuals, and the results showed that their average score on the scale was (106.18) degrees with a standard deviation of (13.84) degrees, and when balancing this average with the hypothetical mean ([1]) of the scale which is (82.5) degrees, and by using the t-test for one sample, it was found that the difference is statistically significant and in favor of the arithmetic mean, as the calculated t-value was It is higher than the tabular t-value of (1.96), with a degree of freedom (99) and a level of significance (0.05). Table (7) shows :

Table (7)

The t-test for the difference between the sample mean and the hypothetical mean of the self-awareness scale

significance level	degree of freedom	Calculated Surplus	the value Calculated Marginal	Hypothetical average	Standard Deviation	Arithmetic Mean	the sample
function	99	1.96	17.11	82,5	13,84	106,18	100

The table above indicates that the research sample have self-awareness, and this result is explained according to the theory of Goleman, 1995, as self-awareness is seen as the individual's ability to appreciate and know himself, discover his moods and distinguish between his different emotions and the quality of his response when exposed to different situations and possessing realistic awareness of capabilities and a strong sense of self. Emotions, but awareness of these feelings and that he can deal and adapt with what surrounds us in an effective manner, and this means that the individual becomes aware of himself and the world around him, and realizes the relationships that link the things and phenomena surrounding him no matter how far and separate they appear. how it contributes to improving their job performance.

Objective (2): To identify the significance of differences in self-awareness according to the gender variable (male - female).To achieve this goal, the researcher used the t-test for two independent samples, and Table (8) shows that:

Table (8)

The t-test for two independent samples to identify the differences in self-awareness according to the variable (sex - male / female)

indication	Frequency Distribution	Calculated Surplus	Standard Deviation	average	the number	gender	the sample
nonfunctional	1.96	0.23	15.32	106.59	37	male	100
			13.01	105.94	63	feminine	

It is clear from the table that there is no difference in self-awareness according to the gender variable, because the calculated t-value is less than the tabular t-value of (1.96) at the level

of (0.05) and the degree of freedom (98). The researcher can explain this result, that self-awareness is the awareness of individuals, whether male or female, of their internal states, their interactions and their relationships with others, and it is not determined by a specific gender, it is determined by the situations and situations that surround individuals, and the research sample belongs to the community And they are exposed to similar experiences about self-awareness, and this result is consistent with the study (Abdul Hadi and Bustami, 2015).

Objective (3): To identify the significance of differences in self-awareness according to the variable (duration of service).

To achieve this goal, the researcher used the t-test for two independent samples, and Table (9) shows that:

Table (9) The post-test for two independent samples to identify differences in self-awareness according to the variable (duration of service)

indication	Frequency Distribution	Calculated Surplus	Standard Deviation	average	the number	the service	the sample
Non functional	1.96	0.88	15.29	107.74	38	less than five years	100
			12.91	105.23	62	Five and more	

It is clear from the table that there is no difference in self-awareness according to the variable of service, because the calculated t-value is less than the tabular t-value of (1.96) at the level of (0.05) and the degree of freedom (98). This result shows that self-awareness is not affected by the number of years of service. The researcher explains this through the vision that indicates that self-awareness is affected by culture, socialization, the nature of social relations, and the personal characteristics of the individual that crystallize self-awareness, and this result agreed with the study of (Abdul-Hadi and Al-Bustami: 2015).

Objective (4): To identify openness to experience among the research sample.

To achieve this goal, the researcher applied the measure of openness to experience on the (100) research sample members, and the results showed that their average score on the scale amounted to (110.67) degrees with a standard deviation of (14.96) degrees, and when balancing this average with the hypothetical mean ([1]) of the scale, which is (100) degrees, and by using the t-test for one sample, it was found that the difference is statistically significant in favor of the arithmetic mean, as the indicated t-value was It is higher than the tabular t-value of (1.96), with a degree of freedom (99) and a level of significance (0.05). Table (10) shows this.

Table (10)

The t-test for the difference between the sample mean and the hypothetical mean of the openness to experience scale

level indication	degree of freedom	the value tabular Marginal	Calculated Surplus	Hypothetical average	Standard Deviation	Arithmetic Mean	the sample
Function	99	1.96	7.13	100	14,96	110,67	100

The table indicates that the research sample has openness to experience at a high level. This result can be explained according to the theory of the five major factors of (Costa & McCare, 1985), which considers openness to experience as a state of mental awareness of life experiences, facts and events in their diversity, richness, and multiplicity of angles of view and as a function of plurality of vision, broadening the horizon, and welcoming innovation. Sensitive to beauty, they tend to be more aware of their feelings, and they tend to think and act in unilateral and non-conforming ways. This helps the success of the counseling process. The counselor and his personal competence are a decisive factor in achieving the goals of the counseling process and the accuracy of the decisions that are taken against the counselor. It also helps him to provide a positive counseling climate. Their ideas and religious values, and not forcing him to change them, this means that the guide who enjoys openness to experience helps in the success of the counseling process.

Objective (5): To identify the significance of the differences in openness to experience according to the gender variable (male - female).

To achieve this goal, the researcher used the t-test for two independent samples, and Table (11) shows that:

Table (11)

The t-test for two independent samples to identify the differences in openness to experience according to the variable (gender)

indication	tabular margin	Calculated Surplus	Standard Deviation	average	the number	Type	the sample
Non functional	1.96	0.83	17.23	109.05	37	male	100
			13.51	111.62	63	feminine	

It is clear from the table that there is no difference in openness to experience according to the gender variable, because the calculated t-value is less than the tabular t-value of (1.96) at the level of (0.05) and the degree of freedom (98). This may be due to the fact that educational counselors (male and female) have the capabilities of continuous thinking and try to address many complex cognitive tasks that may face them during their work and through their interaction with their mentors, as it requires practicing their profession in obtaining information and knowledge and Diverse and open new ideas, reflecting mental maturity, imagination, appreciation of beauty, and willingness to deal with non-traditional ideas and values.

Objective (6): To identify the significance of the differences in openness to expertise, according to the variable (service).

To achieve this goal, the researcher used the t-test for two independent samples, and Table (12) shows that:

Table (12)

The post-test for two independent samples to identify the differences in openness to experience according to the variable (service)

indi catio n	tabular Margin al	Calculat ed Surplus	Standard Deviation	average	the num ber	the service	the sam ple
nonf unct iona l	1.96	0.42	14.73	111.47	38	less than five years	100
			15.20	110.18	62	Five and more	

It is clear from the table that there is no difference in openness to experience according to the variable of service, because the calculated t-value is less than the tabular t-value of (1.96) at the level of (0.05) and the degree of freedom (98). This indicates that there are no differences in openness to experience among educational counselors according to the years of service, and the researcher believes that this variable does not significantly affect the personality traits that have been crystallized and rooted through the upbringing of the individual, in which there is an appreciation for beauty, artistic taste, openness to others, acceptance of their beliefs and values, and it is not affected by the number of years of service, and this result is consistent with the study of Tamimi (2022).

Objective (7): To know the correlation between self-awareness and openness to experience among the research sample

To achieve this goal, the Pearson correlation coefficient was used to calculate the correlation coefficient between the total scores obtained by the respondents on the measure of self-awareness and openness to experience. It develops with age, while openness to experience is a

personality trait that has a genetic and fixed basis, and there may be people who are self-aware and characterized by intellectual rigidity, and there may be individuals who are open-minded and do not have self-awareness.

Recommendations:

1. Educational institutions should work on developing and enhancing self-awareness because of its role in making positive decisions.
2. The media and audio-visual channels should pay attention to openness to global expertise and experiences, because of their role in contributing to building positive personal traits, such as openness to experience.
3. The Higher Committee for Guidance should pay attention to self-awareness and openness to experience, because they are positive variables that contribute to improving the job and professional performance of educational counselors, and make them among the conditions for practicing the profession.

Suggestions:

- 1 -Conducting a study of self-awareness and openness to experience in other samples, such as a sample of students or heads of departments.
- 2- Conducting an experimental study of the impact of self-awareness and openness to experience on the job performance of educational counselors.

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