



مجلة



كلية التربية

مجلة علمية محكمة. ربع سنوية



السنة الثالثة عشر
العدد (٤١)



يناير ٢٠٢٥

(الجزء الثاني)

الرؤية



أن تكون دورية علمية متميزة متخصصة في نشر المقالات والبحوث التربوية والنفسية. نسعى إلى التميز في نشر الفكر التربوي المتجدد والمعاصر، والإنتاج العلمي ذي الجودة العالية للباحثين في مجال: التربية وعلم النفس، بما يعكس متابعة المستجدات، ويحقق التواصل بين النظرية والتطبيق

المجلة العلمية

التربية

الرسالة



نشر وتأسيس الثقافة العلمية بين المتخصصين في المعاهد والمؤسسات العلمية المناظرة والمختصين من التربويين في الميدان التربوي من المعلمين والقيادات التربوية والباحثين، والارتقاء بمستوى الأداء في مجال التدريس والبحث العلمي من خلال نشر الأبحاث المبتكرة وعرض الخبرات الإبداعية ذات الصلة بهذا المجال، وإيجاد قنوات للتواصل والتفاعل بين أهل التخصصات المختلفة في الميدان التربوي على المستوى المحلي، والعربي، والدولي، مع تأكيد التنوع والانفتاح والانضباط المنهجي، ومتابعة الاتجاهات العلمية والفكرية الحديثة في المجال التربوي ونقلها للأوساط التربوية في مستوياتها المختلفة بغرض المساهمة في صناعة المعرفة

حقوق الطبع محفوظة

الترقيم الدولي للطباعة: 2314-7423

الترقيم الدولي الإلكتروني: 2735-5691

البريد الإلكتروني: j_foed@Aru.edu.eg

الترقيم الدولي للطباعة: 2314-7423

الموقع الإلكتروني: https://foej.journals.ekb.eg

الترقيم الدولي الإلكتروني: 2735-5691

مجلة كلية التربية

علمية محكمة ربع سنوية

(السنة الثانية عشر - العدد الواحد والأربعون - يناير ٢٠٢٥)

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قائمة هيئة تحرير مجلة كلية التربية جامعة العريش

م	الاسم	الدرجة والتخصص	الصفة
أولاً: الهيئة الإدارية العليا للمجلة			
١	أ.د. حسن عبد المنعم الدمرداش		رئيس الجامعة
٢	أ.د. سعيد عبد الله لافي رفاعي	أستاذ المناهج وطرق تدريس اللغة العربية كلية التربية جامعة العريش	نائب رئيس الجامعة لشؤون الدراسات العليا والبحوث
٣	أ.د. محمود علي السيد	أستاذ. علم النفس التربوي	عميد الكلية
٤	السيد الأستاذ أشرف عبد الفتاح		أمين عام الجامعة
٥	السيد الأستاذ صبري عطية		عضو قانوني
أولاً - الهيئة الإدارية للتحرير (مجلس الإدارة)			
٣	أ.د. زكريا محمد هيبه	أستاذ تربية الطفل بقسم أصول التربية	وكيل الكلية للدراسات العليا - نائب رئيس مجلس الإدارة
٤	أ.د. كمال عبد الوهاب أحمد	أستاذ الإدارة التعليمية والتربية المقارنة	وكيل الكلية لشؤون التعليم والطلاب - عضو مجلس الإدارة
٥	أ.د. عصام عطية عبد الفتاح	أستاذ أصول التربية	رئيس قسم أصول التربية - عضو مجلس الإدارة
٦	أ.د. نبيلة عبد الرؤوف شراب	أستاذ علم النفس التربوي	رئيس قسم علم النفس التربوي - عضو مجلس الإدارة
٧	أ.د. صالح محمد صالح	أستاذ المناهج وطرق التدريس	رئيس قسم المناهج وطرق التدريس - عضو مجلس الإدارة

٨	أ.م.د أحمد إبراهيم سلمي أرناؤوط	أستاذ الإدارة التعليمية والتربية المقارنة المساعد	رئيس قسم الإدارة التعليمية والتربية المقارنة - عضو مجلس الإدارة
٩	أ.م.د يسري أحمد سيد عيسى	أستاذ التربية الخاصة المساعد	رئيس قسم التربية الخاصة - عضو مجلس الإدارة
١٠	أ.م.د عزة حسن محمد	أستاذ الصحة النفسية المساعد	رئيس قسم الصحة النفسية - عضو مجلس الإدارة
١١	أ. إسلام محمد الصادق	أمين الكلية	

ثانياً- الهيئة الفنية (الفريق التنفيذي) للتحضير

٦	أ.د. محمد رجب فضل الله	أستاذ المناهج وطرق التدريس	رئيس التحرير (رئيس الفريق التنفيذي)
	د. محمد علام طلبية	أستاذ مساعد (مشارك)- مناهج وطرق التدريس	نائب رئيس هيئة التحرير- مسؤول متابعة أعمال التحكمين والنشر
٧	د. كمال طاهر موسى	أستاذ مساعد (مشارك) - مناهج وطرق التدريس	عضو هيئة تحرير- مسؤول الطباعة والنشر والتدقيق اللغوي
٨	د. أسماء محمد الشاعر	أخصائي علاقات علمية وثقافية	عضو هيئة تحرير- إداري ومسؤول التواصل مع الباحثين
٩	مها سمير محمود سليمان	مدرس - بقسم أصول التربية	عضو هيئة تحرير- مسؤول متابعة الأمور المالية
١٠	د. حسن راضي حسن محمد	مدرس تكنولوجيا التعليم	عضو هيئة تحرير- ومسؤول إدارة الموقع الإلكتروني للمجلة عبر بنك المعرفة

ثالثاً- الهيئة الفنية (المعاونة) للفريق التنفيذي للتحضير

١١	م.م. أحمد محمد حسن سالم	مدرس مساعد تكنولوجيا تعليم	عضو هيئة تحرير - إدارة الموقع الالكتروني للمجلة
١٢	م.م. ناصر أحمد عابدين مهران	مدرس مساعد بقسم التربية المقارنة والإدارة التعليمية	عضو هيئة تحرير - مساعد لمسؤول متابعة أعمال التحكيم والنشر - تجهيز العدد للنشر
١٣	م. شيماء صبحي	معيدة بقسم المناهج وطرق التدريس	عضو هيئة تحرير - مساعد لمسؤول الطباعة والنشر وتجهيز العدد
	م. حسناء علي حامد	معيدة بقسم الصحة النفسية	عضو هيئة التحرير - مساعد مسؤول الاتصالات والعلاقات الخارجية والتواصل مع الباحثين
١٤	أ.محمود إبراهيم محمد	مدير إدارة الشئون المالية	عضو هيئة تحرير - المسؤول المالي

رابعاً - أعضاء هيئة التحرير من الخارج

١٥	أ.د عبد الرازق مختار محمود	أستاذ المناهج وطرق التدريس	كلية التربية - جامعة أسيوط
١٦	أ.د مايسة فاضل أبو مسلم أحمد	أستاذ علم النفس التربوي	المركز القومي للامتحانات والتقويم التربوي
١٧	أ.د ريم أحمد عبد العظيم	أستاذ المناهج وطرق تدريس اللغة العربية	كلية البنات - جامعة عين شمس

قائمة الهيئة الاستشارية الدولية لجلة كلية التربية جامعة العريش

قواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوفر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.

٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.

٣. تقدم الأبحاث - عبر موقع المجلة بينك المعرفة المصري

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الالكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٤، وهوامش حجم الواحد منها ٢.٥سم، مع مراعاة أن تنسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن (Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).

٤. يتم فور وصول البحث مراجعة مدى مطابقته من حيث الشكل لبنط وحجم الخط ، والتنسيق ، والحجم وفقاً لقالب النشر المعتمد للمجلة ، علماً بأنه يتم تقدير الحجم وفقاً لهذا القالب ، ومن ثم تقدير رسوم تحكيمه ونشره.

٥. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول والملاحق عن (٢٥) صفحة وفقاً لقالب المجلة. (الزيادة برسوم إضافية). ويتم تقدير عدد الصفحات بمعرفة هيئة التحرير قبل البدء في إجراءات التحكيم

٦. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية، والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.

٧. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب عنوان البحث مرة أخرى على الصفحة الأولى من البحث ، والالتزام في ذلك بضوابط رفع البحث على الموقع.

٨. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة "الباحث"، ويتم أيضاً التلخص من أية إشارات أخرى تدل على هوية المؤلف.

٩. البحوث التي تقدم للنشر لا تعاد لأصحابها سواءً قبل البحث للنشر، أو لم يُقبل. وتحتفظ هيئة التحرير بحقها في تحديد أولويات نشر البحوث.
١٠. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشمل على ملخص البحث في أي من اللغتين ، وعلى الكلمات المفتاحية له.
١١. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر. وإرساله مع إيصال السداد ، أو صورة الحوالة البريدية أو البنكية عبر إيميل المجلة J_foea@Aru.edu.eg قبل البدء في إجراءات التحكيم
١٢. يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.
١٣. يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.
١٤. في حالة قبول البحث يتم رفعه على موقع المجلة على بنك المعرفة المصري ضمن العدد المحدد له من قبل هيئة التحرير ، ويُرسل للباحث نسخة بي دي أف من العدد ، وكذلك نسخة بي دي أف من البحث (مستلة).
١٥. يمكن - في حالة الحاجة - توفير نسخة ورقية من العدد ، ومن المستلات مقابل رسوم تكلفة الطباعة ، ورسوم البريد في حالة إرسالها بريدياً داخل مصر أو خارجها.
١٦. يجدر بالباحثين (بعد إرسال بحوثهم ، وحتى يتم النشر) المتابعة المستمرة لكل من:
- موقع المجلة المربوط ببنك المعرفة المصري

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-وبريده الإلكتروني الشخصي لمتابعة خط سير البحث عبر رسائل تصله تباعاً من إيميل

المجلة الرسمي على موقع الجامعة J_foea@Aru.edu.eg

جميع إجراءات تلقي البحث، وتحكيمه، وتعديله، وقبوله للنشر، ونشره ؛ تتم عبر موقع المجلة ، وإيميلها الرسمي، ولا يُعدت بأي تواصل بأية وسيلة أخرى غير هاتين الوسيلتين الإلكترونيتين.

محتويات العدد (الواحد والأربعون) - الجزء الثاني

هيئة التحرير		السنة السابعة	
الصفحات	الباحث	عنوان البحث	الرقم
بحوث العدد			
		<p>دور المنصات التعليمية في تعزيز مهارات الأداء اللغوي وفق معايير تعليم اللغة العربية للناطقين بغيرها</p> <p>إعداد</p> <p>أ.د. مصطفى رجب سالم</p> <p>أستاذ المناهج وطرق تدريس اللغة العربية المتفرغ</p> <p>كلية التربية - جامعة العريش</p> <p>أ.د. إبراهيم فريح حسين</p> <p>أستاذ المناهج وطرق تدريس اللغة العربية</p> <p>كلية التربية - جامعة العريش</p> <p>الباحث / أسامة السيد محمد عبد المقصود علي</p> <p>معلم لغة عربية ودراسات إسلامية بالتربية والتعليم</p>	١
		<p>الضغوط البيئية والمناعة النفسية كمنبئات للتحصيل الدراسي لدى طلبة جامعة العريش</p> <p>إعداد</p> <p>أ.د. محمود علي أحمد السيد</p> <p>أستاذ علم النفس التربوي وعميد</p> <p>كلية التربية - جامعة العريش</p> <p>د. هالة محمد أيوب الشريف</p> <p>مدرس علم النفس التربوي</p> <p>كلية التربية - جامعة العريش</p> <p>الباحثة / أماني محمد علي السيد</p>	٢

التحول الرقمي في جامعة العريش في ضوء رؤية مصر للتنمية

المستدامة ٢٠٣٠

إعداد

أ.د. عصام عطية عبدالفتاح
أستاذ أصول التربية والتخطيط التربوي
كلية التربية - جامعه العريش
د. محمد عبدالله توني
مدرس تكنولوجيا التعليم
كلية التربية - جامعة العريش
الباحثة / سمية ياسر إبراهيم كامل

٣

فاعلية وحدة مقترحة لتنمية الوعي بالأماكن الأثرية لدى طلاب

جامعة العريش

إعداد

أ.د. عصام عطية عبدالفتاح
أستاذ أصول التربية والتخطيط
كلية التربية - جامعه العريش
د. رضا منصور السيد
مدرس المناهج وطرق تدريس التاريخ
كلية التربية - جامعة العريش
الباحثة / سناء حماده حسن العلاقي

٤

العوامل الخمسة الكبرى للشخصية وأساليب المعاملة الوالدية كمنبئات

بفك الارتباط الأخلاقي لدى المراهقين

إعداد

أ.د. السيد كامل الشربيني منصور
أستاذ الصحة النفسية
كلية التربية - جامعه العريش

٥

<p>أ.م.د. عزة حسن محمد رزق أستاذ ورئيس قسم الصحة النفسية المساعد كلية التربية - جامعة العريش الباحثة / مروة محمد سليمان يوسف أخصائية نفسية - بمديرية التضامن الإجتماعى شمال سيناء</p>	
<p>Trait Emotional Maturity Across the Moral Awareness Profiles for the Suez Canal University Students</p> <p>by Heba Said hussien Abo El Naga, Faculty of Education, Suez Canal University, Department of Mental Health,</p>	٦
<p>Autonomous-Motivation and Goal Pursuit as Predictors of Academic Passion among Psychology Students in Colleges of Education: An Evaluative Study of the 2024/2025 Egyptian General Secondary Education Reforms</p> <p>by Mahmoud Ali Moussa, Department of Educational Psychology, Faculty of Education, Suez Canal University, Egypt, Ismailia</p>	٧

الافتتاحية

بقلم: هيئة التحرير

يأتي العدد الحالي من مجلة كلية التربية بجامعة العريش بمصر مع بداية العام الجديد ٢٠٢٥م
العام الجديد هو العام ال (١٣) في عمر المجلة ، وهذا هو العدد (٤١)
من المجلة - عدد يناير ٢٠٢٥ م .
ومع هذا العام الميلادي الجديد، ومع العدد الجديد تأتي المجلة في نهج جديد
باستحداث فكرة سلاسل المقالات العلمية في مستحدثات التربية وعلم النفس
وتقنيات التعليم.
وتتشرف هيئة تحرير مجلة كلية التربية بأن يكون باكورة سلاسل المقالات :
سلسة العام ٢٠٢٥م.
وذلك من خلال نشر سلسلة مقالات علمية عن: الاستراتيجيات التدريسية
المستحدثة لطلاب الجيل الرقمي من إعداد أ.د. صالح محمد صالح أستاذ التربية
العلمية بالكلية.
وستكون أعداد المجلة خلال العام ٢٠٢٥م متصدرة عبر الافتتاحية بمقالات
علمية عن هذه الاستراتيجيات.
ونبدأ - من خلال مقال هذا العدد لشهر يناير ٢٠٢٥م - بالاستراتيجية
الأولى، على أن يتوالى نشر الاستراتيجيات عبر أعداد: أبريل ، ويوليه ، وأكتوبر
بإذن الله.
ويلي مقال هذا العدد نشر عدد من البحوث العلمية: الأساسية، والمستلة من
رسائل الماجستير والدكتوراه ، وذلك في الموضوعات التالية:

- ✓ تطوير مهارات استخدام بعض تطبيقات الذكاء الاصطناعي في تدريس اللغة العربية.
 - ✓ الدافعية الاستقلالية والسعي نحو الهدف كمنبئين بالشغف الأكاديمي.
 - ✓ إستراتيجية ديكتوجلوس وتعزيز مهارات الكتابة لدى طلاب الطب.
 - ✓ النضج الإنفعالي عبر ملامح الوعي الأخلاقي.
 - ✓ المنصات التعليمية وتعزيز مهارات الأداء اللغوي.
 - ✓ الإفصاح عن الذات وعلاقته بالثلاثي المُعتم لدي طلاب الجامعة.
 - ✓ الضغوط البيئية والمناعة النفسية كمنبئات للتحصيل الدراسي.
 - ✓ الكفاءة الذاتية الأكاديمية وعلاقتها بالتكؤ الأكاديمي.
 - ✓ التكامل الحسي وخفض اضطرابات التغذية لدى الأطفال ذوي اضطراب طيف التوحد.
 - ✓ متطلبات التحول الرقمي في جامعة العريش في ضوء رؤية مصر للتنمية المستدامة ٢٠٣٠.
 - ✓ وحدة مقترحة لتنمية الوعي بالأماكن الأثرية لدى طلاب جامعة العريش.
 - ✓ العوامل الخمسة الكبرى للشخصية وأساليب المعاملة الوالدية كمنبئات بفك الارتباط الأخلاقي لدى المراهقين.
 - ✓ الأخطاء الشائعة في الرياضيات التطبيقية، وعلاقتها بالاحتياجات المهنية المستقبلية لدى طلاب التعليم الفني الصناعي.
- والآن نترك القارئ العزيز للإفادة والاستمتاع بالمقال الأول من سلسلة الاستراتيجيات التدريسية المستحدثة لطلاب الجيل الرقمي عن استراتيجية التعلم المتقاطع ، ثم الاطلاع على بحوث العدد.

والله الموفق

هيئة التحرير

البحث السادس

**Trait Emotional Maturity
Across the Moral Awareness
Profiles for the Suez Canal
University Students**

by

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Abstract:

The primary aim of this study is to investigate differences in emotional maturity between students with high and low moral awareness profiles at Suez Canal University. This research is grounded in the premise that moral awareness serves as a precursor to emotional maturity.

A total of 325 participants, drawn from the Faculty of Education and the Faculty of Arts, were included in the study. The participants had a mean age of 20.24 years ($SD = 1.172$). The Moral Awareness Scale (Omar, 2020) and the Emotional Maturity Scale (Saad, 2022) were administered to assess the respective constructs. Latent Profile Analysis (LPA) was employed to identify distinct student groups based on their moral awareness levels. A cut-off score of 188 effectively categorized students into upper and lower moral awareness profiles.

An independent samples t-test was conducted to compare the dimensions of emotional maturity (trust, restraint, stability, psychological compatibility, and general emotional maturity) across these two profiles. The results revealed no statistically significant differences in emotional maturity between students with high and low moral awareness.

These findings challenge the traditional assumption that greater moral awareness inherently leads to higher emotional maturity. While moral awareness is essential for making ethical decisions, it appears to operate independently of emotional maturity. This suggests that the two constructs may be influenced by distinct psychological mechanisms.

The results underscore the importance of tailoring interventions to address the unique developmental needs of students, rather than assuming a direct linkage between moral awareness and emotional maturity. This study provides valuable insights into the independent roles of moral awareness and emotional maturity, offering implications for the development of educational and psychological programs at the university level.

Keywords: Emotional Maturity, Moral Awareness Profiles, Latent Profile Analysis, Moral Decision-Making, Emotional Organization, Suez Canal University Students

الملخص

يهدف هذا البحث إلى فحص الفروق بين منخفضي ومرتفعي الوعي الأخلاقي في النضج الانفعالي بين طلاب الجامعات لطلاب جامعة قناة السويس ذوي الوعي الأخلاقي المرتفع والمنخفض، مع الأخذ في الاعتبار أن الوعي هو مقدمة للنضج الانفعالي، وتكونت عينة الدراسة من بين ٣٢٥ طالبًا وطالبة من كلية التربية وكلية الآداب جامعيًا بجامعة قناة السويس، بمتوسط عمر ٢٠.٢٤ عامًا. وانحراف معياري (١.١٧٢) شملت العينة الذكور والإناث من كلية التربية وكلية الآداب. وتم جمع البيانات باستخدام مقياس الوعي الأخلاقي (عمر، ٢٠٢٠) ومقياس النضج الانفعالي (سعد، ٢٠٢٢). حدد تحليل البروفایل الكامن (LPA) ثلاث مجموعات مميزة بناءً على الوعي الأخلاقي: منخفض ومتوسط وعالي. ميزت درجة القطع البالغة ١٨٨ بشكل فعال بين الطلاب ذوي الوعي الأخلاقي المرتفع والمنخفض. وأظهر اختبار T-Test المستقل الذي يقارن النضج الانفعالي بين الطلاب ذوي الوعي الأخلاقي المرتفع والمنخفض عدم وجود فروق ذات دلالة إحصائية بين منخفضي ومرتفعي الوعي الأخلاقي في أبعاد النضج الانفعالي الثقة وضبط النفس والاستقرار والتوافق النفسي والدرجة الكلية للمقياس أو النضج الانفعالي العام، وتشير هذه النتائج إلى أنه في حين أن الوعي الأخلاقي ضروري لاتخاذ القرارات الأخلاقية، إلا أنه لا يرتبط ارتباطًا مباشرًا بالنضج الانفعالي. وهذا يتحدى الافتراض القائل بأن الوعي

الأخلاقي الأعلى يؤدي تلقائياً إلى نضج عاطفي أكبر. وتشير النتائج إلى أن الوعي الأخلاقي والنضج الانفعالي قد يتأثران بعمليات نفسية مختلفة. وبالتالي، ينبغي تصميم التدخلات الرامية إلى تعزيز هذه السمات بما يتناسب مع احتياجات الأفراد. وتقدم هذه الدراسة رؤى مهمة حول الأدوار المتميزة للوعي الأخلاقي والنضج الانفعالي، مع ما يترتب على ذلك من آثار على تصميم التدخلات التعليمية والنفسية على مستوى الجامعة.

الكلمات المفتاحية: النضج الانفعالي، بروفيلات الوعي الأخلاقي، تحليل البروفایل الكامن، اتخاذ القرارات الأخلاقية، التنظيم الانفعالي، طلاب جامعة قناة السويس

Introduction:

The university period represents a critical transitional phase in a student's life, marked by various psychological, social, emotional, and professional changes. These changes can create pressures, particularly for university students, who must navigate these challenges while developing essential life skills. Emotional maturity and moral awareness are foundational to shaping a well-rounded personality, empowering students to manage the psychological, emotional, and professional obstacles they encounter. This ability enables students to respond effectively based on their emotional regulation, moral decision-making, and adaptability. However, failure to develop these qualities may lead to psycho-somatic issues such as anxiety, stress, frustration, and emotional disorders in daily life (Kumar, 2014).

Emotional maturity has long been recognized in psychological research as a vital trait contributing to individual and societal well-being. Life pressures often manifest emotionally, leading to feelings such as mistrust, a lack of appreciation for others, aggression, impulsiveness, and irrational fear. These emotional responses are often symptomatic of psychological problems and disorders stemming from inadequate emotional regulation and

misalignment between different aspects of the personality (Saad et al., 2022).

For university students, emotional maturity is essential, particularly as they face numerous challenges that can lead to immature actions or unmoral decisions driven by emotions. Emotionally mature individuals, however, can regulate their anger and frustration, which positively influences academic performance and success in both personal and academic spheres (Ahmed et al., 2023). Matulesy et al. (2012) emphasize that emotional maturity is a significant predictor of success in social, emotional, academic, and professional life, as it fosters effective self-management and resilience in the face of disturbances.

Similarly, the development of moral awareness is a key educational objective and the first step in moral socialization. Moral awareness is integral to integrating moral experience, learning, and moral concepts into daily practices. Continuous and repetitive training within a supportive educational environment enables students to internalize moral values by engaging with real-life situations and problem-solving tasks that mirror authentic challenges (Charles, 2004).

The researcher has identified a knowledge gap in the literature on ethics, which predominantly focuses on cognitive processes such as moral reasoning and decision-making, while neglecting the foundational step of moral awareness. One possible explanation for this gap is the inherent difficulty in measuring moral awareness, as it depends on internal mental processes that influence behavior. Studies by Wurthmann (2017) and Bryant (2009) confirm that moral awareness is the least studied aspect of the moral decision-making process. Despite its importance, moral awareness has received less attention compared to other moral components such as moral judgment, reasoning, and decision-making. However, the absence of moral awareness increases the likelihood of unmoral behavior.

Ruedy and Schweitzer's (2010) research demonstrated that many unmoral decisions stem from a lack of awareness. Their study explored how mental awareness, or awareness of one's current experiences, influences moral decision-making. In their first study, they found that individuals with high mental awareness were more likely to act Morally, adhere to moral standards, and apply principled approaches to their decisions, in comparison to individuals with low mental awareness. In a second study, they tested this relationship using a behavioral measure of unmoral behavior, the Carbonless Anagram Method (CAM). Their results indicated that participants with high mental awareness were significantly less likely to cheat than those with low awareness. These findings suggest that both moral and emotional awareness are crucial factors in moral decision-making and success at personal and professional levels. Therefore, this study aims to explore the differences in emotional maturity between university students with high and low moral awareness, considering that awareness is a precursor to emotional maturity.

The current study holds significant importance as it sheds light on emotional maturity as a vital personality trait and explores its profound influence on individual well-being. Emotional maturity is portrayed as a critical mechanism for alleviating anxiety and stress associated with crises, equipping individuals to endure life's challenges and adversities, and fostering a sense of inner stability and comfort. Additionally, the study underscores the pivotal role of moral awareness in shielding youth from the adverse effects of environmental pressures, social challenges, and distressing experiences, thereby promoting psychological resilience and balance. Moral awareness is posited as the foundational step in making Morally sound decisions and fostering constructive, positive thought processes.

The study's findings aim to inform the development of performed intervention programs designed to cultivate emotional maturity and moral awareness among university students, thereby enhancing their mental health and overall well-being. It also

advocates for the organization of educational workshops and seminars, in collaboration with community engagement units, to further promote these attributes among young individuals.

Moreover, the study introduces a novel statistical approach "latent profile analysis" within the psychological sciences for categorizing variables based on a homogeneous cutoff point, considering individual differences within clusters (Khretan Alenezi et al., 2024; Moussa, 2024). Unlike conventional methods that rely on mean, median, or quartile-based cutoff points, this innovative approach incorporates the calculation of the Interquartile Range (IQR) to evaluate sample homogeneity and distribution characteristics. This methodology addresses limitations in traditional practices that may inadvertently introduce biases when selecting psychological samples, biases that often become evident in meta-analytic studies.

Accordingly, the current study seeks to address these biases in sample selection, aiming to investigate profiles of moral awareness more accurately.

Theoretical Framework and Previous Studies

The level of emotional maturity positively correlates with students' ability to articulate their moral beliefs. The evolution of ethical teaching standards, enriched by emotional or rational components influenced by cultural contexts, highlights the complexity of moral decision-making. Since moral judgment requires both intuitive and rational interpretations, there is a compelling need to emphasize moral awareness.

A study by Sharma (2012) identified varying levels of emotional maturity among first- and final-year students. The findings revealed that first-year students experienced significant psychosocial adjustment challenges upon entering college, unlike their final-year counterparts who had adapted to the college environment and developed greater emotional maturity. The unexpected pressures of academic life caused first-year students to emotionally withdraw, leading to feelings of inferiority and

resentment toward final-year students. This emotional retreat often stemmed from their prior dependence on structured, teacher-led methodologies, which left them ill-prepared for the self-directed nature of college education.

First-year students struggled with the academic workload, intense competition, and the necessity of making independent decisions, including those related to relationships. These stressors diminished their emotional maturity, reducing their resilience in facing challenges. Conversely, final-year students exhibited growth in emotional stability, driven by experience, self-awareness, and adaptive strategies, which enabled them to thrive in a challenging environment.

Wani and Masih (2015) further corroborated that emotionally mature students are better equipped to navigate academic challenges and make sound career decisions. In contrast, students with lower emotional maturity are prone to anxiety, insecurity, and maladaptive behaviors. For instance, when faced with sudden examinations, such students may experience heightened stress and resort to unethical actions, such as cheating, as a coping mechanism. This behavior underscores a lack of moral awareness, as stress and frustration overshadow their ability to make ethical decisions.

Similarly, Ram (2024) emphasized the significance of emotional maturity in helping university students manage stress, build social relationships, and make positive decisions. Emotional maturity contributes to students' overall well-being and success by enabling them to adapt to university life, communicate effectively, and make professional, moral, and academic decisions. Ram highlighted critical factors influencing emotional maturity, including self-awareness (understanding one's emotions and reactions), self-regulation (providing measured responses), empathy (understanding others' emotions), flexibility (adapting to stress and change), and responsibility.

However, contrasting findings have been reported. Ghenu et al. (2017) noted that individuals with higher emotional maturity articulate their moral beliefs more effectively than those with lower emotional maturity. Meanwhile, Subbarayan and Visvanathan (2011) found that emotional maturity levels among university students can be unstable, underscoring the complexity of this developmental trait.

Key Concepts

Emotional Maturity

Saad (2022, p. 217) defines emotional maturity as "the ability to manage emotions in alignment with life situations, expressing them appropriately without excessive intensity or suppression, and maintaining equilibrium that corresponds to an individual's age and life stage." Procedurally, emotional maturity is the ability to understand and regulate emotions constructively, channeling them toward positive goals. It encompasses skills such as emotional control, psychological resilience, and adaptability. Dimensions include confidence, psychological reassurance, stability, and compatibility.

Moral Awareness

Omar (2020, p. 161) defines moral awareness as "an individual's capacity to comprehend the components of a moral dilemma, make decisions rooted in ethical values, and prioritize moral principles over competing considerations." Procedurally, moral awareness is the ability to discern right from wrong, evaluate actions based on ethical principles, and take responsibility for the consequences. It involves dimensions such as moral sensitivity, moral judgment, moral motivation, and moral character.

Emotional Maturity Phenomena:

Emotional maturity is a multifaceted concept explored from various perspectives by multiple researchers. Kapri and Rani (2014) define emotional maturity as an individual's ability to control emotions and respond positively to situations,

highlighting the role of self-regulation in interpersonal interactions. This view positions emotional maturity as a skill that enhances relationships and promotes positive engagement in social contexts. Bhattacharjee (2016) offers a more comprehensive definition, describing emotional maturity as a dynamic process shaped by biological, psychological, and social factors. From this perspective, emotional maturity is not just the management of emotions but an integrated quality that contributes to both personal and professional success.

Rajeshwari and Raj (2015) define emotional maturity as the individual's ability to navigate real-life situations and manage emotions independently. This definition emphasizes self-reliance and personal responsibility, suggesting that emotional maturity involves inner stability and resilience when facing challenges. Rai and Khanal (2017) align with this view, emphasizing that emotional maturity is characterized by rational responses to situations, further underlining the capacity of emotionally mature individuals to maintain control, adapt to circumstances, and act rationally in emotional contexts.

Goswami and Roy (2019) expand the definition by viewing emotional maturity as a balance between internal emotional regulation and external expressions. This balance influences attitudes and behavior, fostering healthy relationships, responsible decision-making, and social responsibility. Their perspective underscores that emotional maturity is not only an individual trait but also a social one, essential for harmonious interactions with others. Rawat and Gulati (2018) add another layer, conceptualizing emotional maturity as the ability to understand and manage emotions while acknowledging the limitations that may affect an individual's responses in complex situations. This view emphasizes emotional maturity as awareness of personal strengths and limitations.

Synthesizing these perspectives, the researcher defines emotional maturity as the "ability to understand and manage emotions constructively and maturely, where emotions are controlled and

directed toward positive goals." This definition integrates key components from the various definitions, positioning emotional maturity as an essential life skill that enables individuals to respond effectively to situations, take responsibility, make informed decisions, and adapt to changes (Moussa, 2021).

Critically, these definitions illuminate different facets of emotional maturity, underscoring its complex and multifaceted nature. While Kapri and Rani (2014) and Rajeshwari and Raj (2015) emphasize self-regulation and personal resilience, Bhattacharjee (2016) highlights that emotional maturity is a developmental process shaped by a variety of factors. Goswami and Roy (2019) add a social dimension, suggesting that emotional maturity is not only vital for personal well-being but also for successful social interactions. Rawat and Gulati (2018) introduce the crucial concept of recognizing one's limitations in emotional management, suggesting that emotional maturity also involves accepting human imperfection and the constraints imposed by external situations.

The study integrated definition seeks to encapsulate these varied perspectives, framing emotional maturity as a balance between emotional regulation, social adaptation, and goal-oriented behavior. This synthesized view considers emotional maturity both as an individual and social asset, one that enhances personal well-being while fostering positive relationships with others.

Characteristics of Emotional Maturity

According to Murray (2004), an emotionally mature person exhibits the following characteristics:

1. **Emotional Variability:** Emotional instability in dealing with various situations, such as frequent outbursts of anger, frustration intolerance, rejection of criticism, unreasonable jealousy, excessive sensitivity, inappropriate responses, and mood swings.
2. **Ability to Face and Deal with Reality:** Emotionally mature individuals confront life and its problems directly.

Their level of maturity is reflected in how they approach challenges—either by facing them or avoiding them.

3. **Balance Between Giving and Receiving:** Mature individuals consider the needs of others and willingly share personal resources, whether material, time, or effort, to improve others' lives. They also accept help from others, maintaining a balanced give-and-take. In contrast, immature individuals may struggle to both give and receive.
4. **Positive Approach to Life Experiences:** Emotionally mature individuals perceive life experiences as opportunities for growth. Positive experiences boost their confidence, while negative experiences are seen as chances to learn and grow.
5. **Willingness to Learn from Experience:** Emotionally mature individuals view life experiences as opportunities to learn. They take responsibility for outcomes, whereas immature individuals tend to attribute both positive and negative results to luck or fate, avoiding personal accountability.
6. **Tolerance of Frustration:** Emotionally mature individuals seek solutions when faced with frustration and are open to innovative approaches. In contrast, immature individuals are more likely to succumb to frustration and despair.
7. **Constructive Management of Hostility:** When experiencing frustration, mature individuals focus on solutions, using their anger constructively to address challenges, while immature individuals tend to blame others.
8. **Relative Freedom from Tension Symptoms:** Emotionally mature individuals enjoy greater mental health, security, and success in achieving their goals. Immature individuals, on the other hand, may feel unloved, avoid reality, become pessimistic, and experience constant

anxiety (Subbarayan & Visvanathan, 2011; Rajeshwari & Raj, 2015; Lukito & Suherman, 2021).

Critical Perspectives on Levels of Emotional Maturity

Perspective 1: Developmental and Psychoanalytic Perspective

From a developmental perspective, emotional maturity is understood as a gradual process, where each stage represents a necessary level of psychological growth. FitzMaurice (2017) outlines six progressive levels, starting from emotional responsibility to emotional detachment. These stages are sequential, with each one building on the previous, fostering emotional regulation, self-awareness, and social adaptability.

At the initial stage, emotional responsibility plays a critical role in psychological development, aligning with theories that assert individuals must first learn to take accountability for their emotions. Wani and Masih (2015) expand on this by discussing sub-skills that enable individuals to control their emotions, accept reality, and maintain emotional independence—crucial markers of emotional development. This perspective emphasizes that emotional maturity is not merely about emotion control but about actively developing abilities such as self-reflection, emotional regulation, and decision-making.

As individuals advance to more complex stages, such as emotional honesty, openness, and assertiveness, they refine their capacity to express and manage emotions authentically. The ability to regulate emotional responses and expressions highlights the significance of self-acceptance in the emotional honesty stage. However, these skills demand significant psychological work, particularly overcoming internal resistance linked to self-criticism and fear of judgment, as noted by Wani and Masih.

Critically, while the developmental model views these stages as progressive, it may oversimplify emotional growth across individuals. The assumption that emotional maturity follows a linear progression may not be universally applicable, as personal, cultural, and environmental factors influence emotional

development. Individuals may remain "stuck" at certain stages or even regress due to life circumstances, traumatic events, or unresolved psychological issues. Furthermore, the model might underestimate the complexity of emotional challenges; some individuals may struggle with fundamental stages like emotional responsibility, particularly in stressful or dysfunctional environments.

Perspective 2: Existential and Humanistic Perspective

From an existential and humanistic viewpoint, emotional maturity is framed as a dynamic process of self-actualization and inner freedom. Emotional detachment, the highest level of maturity (FitzMaurice, 2017), represents an individual's ability to disengage from rigid self-concepts and societal expectations, achieving self-liberation. Here, emotional maturity transcends effective emotion management, evolving into a deeper understanding of one's true self and life purpose.

Stages such as emotional openness and emotional assertiveness reflect the humanistic ideal of authenticity and personal growth. In this model, individuals are encouraged to express their emotions honestly while also detaching from them, not allowing emotions to define their identity or limit their potential. Emotional openness becomes crucial in this context, promoting the expression of feelings without being burdened by the need for approval or external judgment, as FitzMaurice (2017) suggests. This aligns with Carl Rogers' concept of unconditional positive regard, which asserts that emotional growth requires both self-acceptance and acceptance from others.

However, this model may underestimate the challenges tied to emotional detachment. For individuals who have experienced chronic emotional trauma, identity struggles, or deep-rooted insecurities, the ideal of detaching from self-concept and emotions may be difficult to achieve. Moreover, total emotional detachment could lead to suppression or disconnection, possibly resulting in harmful psychological effects such as detachment

from reality or difficulty in forming meaningful relationships. Therefore, while emotional detachment may be seen as the pinnacle of emotional maturity, it should be approached cautiously and integrated into a balanced emotional framework where both healthy attachment and detachment coexist.

Moral Awareness Concept:

Moral awareness is considered the starting point for all cognitive processes related to ethics, aligning with an individual's values and beliefs. It serves as the first step in determining what is right or wrong and provides the foundation for moral thinking through evaluating situations and actions and making moral decisions. Moral awareness forms the basis for subsequent actions based on the individual's thinking and awareness, as they analyze various scenarios and make decisions in accordance with a set of moral values (Miller et al., 2014).

Some define moral awareness as the individual's recognition of aspects of a situation that involve a reasonable degree of moral wrongdoing or harm to individuals, groups, or other human and non-human entities (VanSandt et al., 2006). Others describe it as the automatic recognition of moral issues and interpreting the situation from a moral perspective (Clarkeburn, 2002). Another definition highlights that moral awareness involves an individual's recognition that their decision or potential behavior could affect the interests, welfare, or expectations of themselves or others in a way that may conflict with one or more moral standards (Butterfield et al., 2000). While this definition is more precise, it may be somewhat exaggerated for several reasons. First, the need to make a decision typically arises only after identifying an issue as a moral one. Therefore, the requirement for an individual to first determine the impact of their personal decisions ultimately limits the number of issues that can be considered Moral. Second, determining whether a decision "conflicts with one or more moral standards" requires analyzing how the decision compares to moral behavior norms, which could complicate the concepts of moral awareness and moral

judgment. Instead, what is required is simply the acknowledgment that such comparisons are appropriate, that moral standards are relevant to the issue at hand, and that the individual is able to apply moral frameworks and tools to justify the analysis of the situation. In other words, the decision-maker must recognize that an moral perspective is a valid one (Baier, 2022).

Moreover, moral awareness involves recognizing that the situation contains moral content and can be considered morally valid (Reynolds, 2006). It also includes the ability to identify moral issues, as moral action requires moral awareness as an initial step to discern the complexities of moral dilemmas. This involves recognizing the potential impact of one's actions on others, interpreting the situation, and considering possible courses of action. It is a crucial step in making an moral decision, as it shapes how subsequent cognitive processes unfold (Godwin, 2015).

Moral awareness definitions vary across theoretical frameworks, with five distinct components of moral awareness identified. These include: (1) cognitive awareness that an issue or situation has moral content; (2) emotional awareness of the moral nature of the issue or situation; (3) the ability to adopt the perspectives of other involved parties cognitively; (4) the ability to empathize with other parties' perspectives; (5) the attribution of importance to the moral aspects of the issue or situation. Even if a person is cognitively aware that a situation has moral implications, this awareness may not necessarily involve emotional components or any sense of how their actions may affect others. For example, a salesperson may recognize that lying to a customer constitutes an moral dilemma without feeling any emotional response or considering the moral significance of the situation (Miller et al., 2014).

From a cognitive perspective, moral awareness occurs when an individual recognizes that their actions impact the interests and well-being of others negatively (De Cremer et al., 2010). This

involves the cognitive process of reflecting on how one's decisions affect others. Although (Erwin, 2000) includes both the recognition of an moral issue and perspective-taking in his definition, the second definitional component can stand alone. An individual does not need to be traditionally aware of the moral nature of a situation in the sense of distinguishing right from wrong to consider how their decisions might affect others. Even without labeling the content of the issue as moral or moral, if an individual realizes that a situation could negatively impact the "interests and welfare" of another person, they are considered morally aware. Continuing with the salesperson example, moral awareness would be present if the salesperson recognizes that lying to the customer could harm the customer's interests or welfare.

Furthermore, emotional perspective-taking, which involves empathy, is considered a key component of moral awareness. While cognitive perspective-taking is a purely cognitive process, moral sensitivity is based on emotional awareness, not just cognition. As a result, moral awareness develops when an individual empathizes with others and feels how their choices affect them. Again, using the salesperson example, moral awareness would develop if the salesperson empathized with the customer and felt the consequences of their actions. Researchers who incorporate this component into their definition of moral awareness often use the term "moral sensitivity" rather than "moral awareness," assigning importance to the moral aspects of decision-making and determining the priority they should receive. In this context, unmoral individuals can still be highly aware of the moral issues involved in their decisions. Returning to the salesperson example, an moral salesperson would recognize the importance of taking the moral aspects of customer interactions seriously (Miller et al., 2014).

Rest's perspective of moral awareness:

Rest's Theory of Moral Awareness, first proposed in 1986, is pivotal in understanding the process of moral decision-making,

particularly the role of moral awareness as an essential first step. Rest conceptualized this initial step as an interpretive process wherein an individual either recognizes or fails to recognize the moral problem at hand (Butterfield, Trevin, & Weaver, 2000). His work extended beyond simple recognition, as he sought to analyze the psychological processes underpinning moral behavior. This led him to propose a model comprising four distinct components of moral awareness: moral sensitivity, moral judgment, moral motivation, and moral character. Each of these components contributes to an individual's moral decision-making process in a unique and integrated manner.

The first component, **moral sensitivity**, refers to an individual's awareness of how their actions impact others. This includes recognizing the people involved in a situation, understanding the moral dimensions of the problem, and considering the potential consequences of various courses of action (Cannon, 2010; Myyry, 2003). It emphasizes the awareness of moral codes, regulations, or laws that help interpret complex social situations. Moral sensitivity is critical for identifying moral dilemmas before moral decisions can be made.

The second component, **moral judgment**, involves the ability to offer sound justifications for decisions related to moral problems. It is shaped by cultural influences and personal experiences, as individuals navigate challenges such as shame, guilt, and bias reduction (Cannon, 2010). Moral judgment requires individuals to assess an issue from an moral standpoint, relying on their understanding of what is right or wrong. It represents the cognitive process through which individuals evaluate the moral nature of a dilemma.

The third component, **moral motivation**, highlights the role of personal values in shaping an individual's moral decision-making. This aspect focuses on the alignment of personal identity with professional values, emphasizing the importance of moral integrity in making moral decisions (Cannon, 2010). Moral motivation is fundamental in ensuring that individuals not only

recognize an moral issue but are also internally driven to act in accordance with their moral values.

Finally, **moral character** pertains to an individual's ability to act upon their moral decisions despite challenges or external pressures. This component underscores the necessity of courage and the application of moral skills to resolve dilemmas effectively (Cannon, 2010). Moral character is essential for translating moral awareness into concrete moral actions, particularly in difficult or high-pressure situations.

Rest (1989) clarified that while these components form a logical sequence in the moral decision-making process, their order is not necessarily temporal. The individual's value priorities may influence the interpretation of situations as Moral, thus affecting the prominence of different components in the decision-making process. For example, an individual may be capable of making appropriate moral judgments but may lack sensitivity to the moral aspects of a situation, or conversely, they may be aware of the moral dimensions but lack the motivation to act. This interplay between the components highlights the complexity of moral awareness, as each process is distinct yet interacts with the others. Importantly, Rest's model rejects the traditional division of ethics into cognitive, emotional, and behavioral components, suggesting instead that moral processes are more nuanced and interrelated (Myyry, 2003).

Research Problem

Through work and observation of university students, the researcher identified certain behaviors reflecting instability in emotional maturity and moral awareness. Examples include resorting to unmoral means to obtain grades, such as copying answers, using prohibited mobile phones during exams, submitting others' work as their own, frequent absenteeism without justification, delaying assignments, using force or threats to harm peers, using offensive language, and damaging university property. Such behaviors suggest that most students lack the

traits of emotional maturity needed to manage challenges and handle situations appropriately. They may hold negative beliefs, attitudes, and values about themselves and the world, leading to poor decisions, especially in the absence of moral awareness. On the other hand, some students view these challenges as transitional and use them to build self-confidence, make moral decisions, and develop emotional maturity, which helps them achieve academic and personal success.

Given the absence of research that combines emotional maturity and moral awareness among university students, this study aims to investigate differences in emotional maturity between students with high and low levels of moral awareness.

Consequently, this study is guided by the primary research question: How do university students at Suez Canal University with high and low moral awareness differ in terms of emotional maturity as a personal attribute?

Current Study and Aims

This study adopts the concept of emotional maturity as defined by Saad (2022, p. 217) "the ability to manage emotions in a balanced way, appropriately expressing them according to life situations, neither too intensely nor too weakly for the circumstances. Emotional maturity also reflects a harmony between the nature of the emotion and the individual's age, with increased chronological age requiring greater balance and clarity in expressing emotions, encompassing both negative and positive emotions." Similarly, the study adopts the definition of moral awareness by Omar (2020, p. 161) as "an individual's ability to recognize the elements and components of a moral issue and make the most moral decision based on moral values, prioritizing certain moral values over others, and maintaining moral actions to achieve desired outcomes."

This study underscores the significance of emotional maturity as a critical personality trait essential for navigating life's challenges. Emotional maturity equips individuals to manage

anxiety and stress during crises, adapt to life's burdens and traumas, and achieve a sense of psychological comfort. Furthermore, the study highlights the pivotal role of moral awareness in mitigating the effects of stress, adverse circumstances, and painful experiences, thereby promoting greater psychological stability. Moral awareness serves as a cornerstone for making ethical decisions and fostering constructive, positive thinking.

The findings of this research are expected to inform the development of targeted guidance programs aimed at enhancing emotional maturity and moral awareness among university students, ultimately contributing to improved mental health outcomes. Additionally, the study advocates for the organization of educational seminars, in collaboration with the Community Management Unit, to further cultivate emotional maturity and moral awareness within the university community. The current study aims to:

- Establish a statistically determined cut-off point using latent profile analysis to create two levels: high and low moral awareness.
- Investigate the differences in emotional maturity between students with high and low levels of moral awareness at Suez Canal University.

Methodology

Design: The descriptive approach was utilized, as it is suitable for the objectives of this study, particularly in examining the relationship between moral awareness and emotional maturity among university students.

Participants: The study sample consisted of 325 students from the University of the Suez Canal, specifically from the Faculty of Education and the Faculty of Arts. The study sample consisted of 175 students from the Faculty of Education with 100 females, 75 males, or 98 females and 52 males, with an average age of 20.24 (standard deviation = 1.172).

Study Tools:

1. **Emotional Maturity Scale:** by Saad (2022), The scale consists of statements distributed across three dimensions: Confidence and Psychological Assurance - Composed of 13 statements, specifically items: (19, 21, 17, 14, 4, 16, 6, 10, 20, 25, 11, 9, 12), Self-Control and Psychological Stability - Composed of 7 statements, specifically items: (28, 24, 29, 27, 1, 8, 26), Psychological Adjustment - Composed of 6 statements, specifically items: (22, 18, 23, 13, 2, 15). The response options are: Always – Often – Sometimes – Rarely – Never, with scores assigned as (5, 4, 3, 2, 1), respectively, for positive items, while negative items are scored in reverse order as (1, 2, 3, 4, 5). The highest possible score on the scale is 130, indicating high emotional maturity, while the lowest score is 26, indicating low emotional maturity. The mean score on the scale is 78.

Discriminant validity was assessed using the Heterotrait-Monotrait Ratio (HTMT) to evaluate the relationships between similar and different traits in this study. HTMT values range between 0 and 1, with values below 0.50 considered acceptable, while values above 0.90 indicate weak discriminant validity. In this study, HTMT values ranged from 0.39 to 0.54, indicating acceptable discriminant validity among the latent variables of the subscales. Additionally, the Average Variance Extracted (AVE), a measure of internal consistency, ranged from 0.76 to 0.89, demonstrating a high level of internal consistency within the subscales. These findings confirm the scale's strong discriminant validity and internal consistency, supporting its reliability for assessing the intended constructs. The reliability of the Emotional Maturity Scale was evaluated using Cronbach's alpha coefficients for its three dimensions: Confidence and Psychological Reassurance (0.828), Control and Psychological Stability (0.646), and Psychological Adjustment (0.805), with an overall reliability of 0.810 for the 26-item scale. These results indicate strong reliability for the scale, with particularly high internal

consistency across the dimensions. Furthermore, the reliability values are comparable to those reported by Saad (2022), where the overall reliability was 0.788, demonstrating the scale's consistency and robustness for measuring emotional maturity effectively.

2. **Moral Awareness Scale:** by *Omar (2020)*. The final version of the scale consists of 40 statements distributed across four dimensions: Moral Sensitivity - Composed of 10 statements, specifically items: (1, 5, 9, 13, 17, 21, 25, 29, 33, 37), Moral Judgment - Composed of 10 statements, specifically items: (2, 6, 10, 14, 18, 22, 26, 30, 34, 38), Moral Motivation - Composed of 10 statements, specifically items: (3, 7, 11, 15, 19, 23, 27, 31, 35, 39), and Moral Character - Composed of 10 statements, specifically items: (4, 8, 12, 16, 20, 24, 28, 32, 36, 40). The response options are as follows: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree, with scores assigned as (5, 4, 3, 2, 1), respectively. The highest possible score on the scale is 200, and the lowest score is 40. The hypothetical mean score for the scale is 120.

The study conducted the confirmatory factor analysis (CFA) of the Moral Awareness Scale, conducted using the Maximum Likelihood estimation method, demonstrated strong model fit across key indices, with RMSEA ranging from 0.089 to 0.096, SRMR at 0.093, TLI at 0.935, and CFI at 0.956. Although the chi-square statistic was significant, indicating sensitivity to sample size, the overall fit indices confirmed the acceptability of the model and provided robust evidence of the scale's confirmatory factor validity. Reliability analysis further reinforced the scale's robustness, with Cronbach's alpha coefficients for its four dimensions—moral sensitivity (0.785), moral judgment (0.781), moral motivation (0.763), and moral character (0.817)—and the overall scale (0.937) exceeding the benchmarks reported in previous studies, such as Omar (2020), where the overall reliability was 0.88. These results confirm the

scale's strong internal consistency and structural soundness, validating its use in measuring moral awareness with a high degree of reliability and validity.

Procedures:

The study followed a systematic approach to ensure methodological rigor and robust data analysis. The Emotional Maturity and moral awareness scales were reformatted in Arabic and distributed online via Google Forms, including a moral declaration outlining participants' rights, duties, and the option to withdraw. To prevent missing data, all items were made mandatory. The collected responses were cleaned and converted from XLSX to OMV format for analysis using JAMOVI 2.5.6 software. Discriminant validity was evaluated using the HTMT index, with acceptable values (e.g., < 0.50) confirming the distinctiveness of the emotional maturity construct. CFA modeling was verified to conduct the moral awareness scale. Reliability analysis demonstrated high internal consistency for the scale and its dimensions through Cronbach's alpha. Latent Profile Analysis (LPA) was conducted to assess model fit and classification clarity using indices such as Entropy, SABIC, CAIC, BIC, AIC, and Log-Likelihood, identifying the best-fitting model based on high Entropy, low fit indices, and significant p-values (Khretan Alenezi et al., 2024; Moussa, 2024). Finally, T-test analysis revealed no significant differences in emotional maturity dimensions across groups with high and low moral awareness, suggesting that moral awareness does not directly influence emotional maturity levels.

Results:

Trait Emotional Maturity Across the Moral Awareness Profile:

Latent Profile Analysis (LPA) is a sophisticated statistical method used in educational research to identify distinct subgroups within a population based on continuous variables such as moral awareness, learning styles, or academic

engagement. This approach helps categorize students into varying levels of traits, such as low, moderate, or high moral awareness. By applying LPA, researchers can reveal underlying patterns in student behavior that traditional analytical methods may fail to detect. Once the optimal model is determined, LPA generates cut-off scores that classify students into different latent classes based on their characteristics, providing a data-driven, nuanced approach to classification.

The cut-off scores derived from LPA enable the development of targeted educational interventions and personalized teaching strategies. For example, students with low moral awareness may be provided with resources to strengthen their moral decision-making, while those with high moral awareness could be encouraged to take on leadership roles in fostering moral behavior. Unlike conventional categorization methods, LPA acknowledges the complexity within each class, identifying students with mixed traits and offering more tailored solutions. Overall, LPA enhances educators' ability to adapt interventions to the diverse needs of students, optimizing the learning experience for varied student populations.

The study utilized latent profile analysis for the variable of moral awareness, dividing the total scores into three distinct clusters. The results were as follows:

Table 1. The moral awareness classifications according to LPA.

Class	Mean (SE)	Entropy	SABIC	CAIC	BIC	AIC	Log-Lik	P Value
One Class	125.1 (86.6)	1.000	2745	2754	2752	2744	-1370	0.000
Two Classes	162.2 (86.6)	0.548	2744	2761	2757	2742	-1367	0.000
Three Classes	188 (86.6)	0.818	2719	2744	2738	2715	-1351	0.000

Three clusters were selected based on the Entropy index, which achieved a value of 0.8. The cutoff point of 188 determined the classification of moral awareness; individuals with scores below 188 had low moral awareness, while those with scores above 188 had high moral awareness. A new column was created in the dataset to automatically classify individuals based on their moral awareness (0 for low, 1 for focal high).

Differences between high and low moral awareness individuals were calculated, and the program identified the following groups: 291 students with high moral awareness, and 34 students with low moral awareness. The remaining participants (total sample size of 325) were excluded from the analysis, as their scores were adjusted based on social desirability.

Table 2 shows a T-test which assesses the differences in the emotional maturity dimensions between students with high and low moral awareness at the Faculty of Education, Suez Canal University:

Table 2. differences of emotional maturity across moral awareness.

Emotional Maturity	Moral awareness	N	Mean	Std	T-value	df	p-value
Confidence and Psychological Assurance	High	291	36.4	8.44	1.92	323	0.056
	Low	34	33.4	11.02			Not sig.
Self-control and Psychological Stability	High	291	18.1	4.43	1.46	323	0.147
	Low	34	16.9	6.27			Not sig.
Psychological Adjustment	High	291	17.4	7.08	0.42	323	0.673
	Low	34	17.9	9.06			Not sig.
Global score of emotional maturity	High	291	71.9	12.09	1.59	323	0.113
	Low	34	68.2	18.09			Not sig.

The analysis shows no significant differences between the high and low moral awareness groups in the emotional maturity dimensions.

The results of this study, using Latent Profile Analysis (LPA) to categorize moral awareness, revealed three distinct clusters based on participants' scores. The analysis identified a cutoff score of 188, distinguishing individuals with low and high moral awareness, with 291 students classified as having high moral awareness and 34 students with low moral awareness. The remaining participants were excluded due to potential bias from social desirability factors.

Discussion:

The construction of emotional maturity and moral awareness is complex and multidimensional. Although differences in emotional maturity were anticipated based on levels of moral awareness, the findings revealed no significant differences between groups with high or low moral awareness across various emotional maturity dimensions. This outcome necessitates a nuanced interpretation, taking into account both theoretical models of emotional maturity and the empirical context of the study.

At its core, emotional maturity refers to the capacity to regulate emotions, handle life challenges, and foster healthy interpersonal relationships (Murray, 2004). The study measured emotional maturity through dimensions such as psychological adjustment, self-control, and confidence, which are traditionally linked to stress management, resilience, and stable relationships. However, the lack of significant differences across moral awareness levels challenges some assumptions that connect emotional maturity with moral development.

Moral awareness, as defined in the study, involves both cognitive and emotional awareness of the moral implications of decisions (Miller et al., 2014). Cognitive awareness pertains to recognizing moral dilemmas, while emotional awareness includes empathizing with those impacted by decisions. The findings suggest that although moral awareness is crucial for moral decision-making, it may not directly influence broader emotional

maturity traits such as stability, confidence, or emotional calmness.

From a developmental and psychoanalytic viewpoint, emotional maturity is considered a gradual process in which individuals evolve through various stages of emotional and psychological growth. FitzMaurice (2017) proposes that emotional maturity entails stages of increasing responsibility, self-awareness, and the ability to regulate and detach from one's emotions. This aligns with psychological theories asserting that emotional maturity develops incrementally, influenced by life experiences promoting emotional regulation, self-reflection, and resilience.

The study's non-significant results may reflect this gradual emotional growth. Students in the sample may not yet have fully progressed from emotional responsibility to more advanced stages of emotional maturity, explaining the absence of distinct differences between students with varying levels of moral awareness. The study also suggests that emotional maturity, often incremental, may not have reached a point where clear emotional differences emerge across varying moral awareness levels.

Additionally, the participants may have been at different emotional development stages, with some more emotionally reactive in stressful situations or less adept at regulating emotions. This could account for the lack of significant differences in emotional maturity between those with high and low moral awareness. These findings imply that emotional maturity is likely influenced by more than just moral awareness, with factors such as personal history, coping strategies, and socialization playing a mediating role.

From an existential and humanistic perspective, emotional maturity is intertwined with self-actualization, inner freedom, and authenticity. Emotional maturity is viewed not only as the ability to manage emotions but as a process of self-liberation, wherein individuals detach from societal expectations and rigid self-concepts. This concept is consistent with FitzMaurice's (2017)

notion of emotional detachment, representing the peak of emotional maturity. Emotional detachment allows individuals to live more authentically, free from emotional overreaction or societal pressures.

In this context, the findings highlight the challenge of emotional detachment in students who may still be coping with academic, social, and familial pressures. Even students with high moral awareness may struggle with emotional attachment to external validation or societal norms, hindering the manifestation of higher emotional maturity, including emotional detachment and autonomy. This suggests that moral awareness alone is insufficient for attaining the highest levels of emotional maturity. The struggle for authenticity in a complex social world may delay or impede students' emotional maturity, despite their moral awareness.

Furthermore, self-actualization, as proposed by humanistic theorists like Maslow, may not follow a uniform or linear path for all individuals. Some students might have high moral awareness but face personal barriers—such as low self-esteem, emotional reactivity, or relationship challenges—that prevent the development of emotional maturity. Achieving emotional maturity may require overcoming internal conflicts or deep-rooted fears, which cannot always be attained through cognitive awareness of moral issues alone. This complexity underscores the importance of considering individual psychological histories when studying emotional maturity.

Moral awareness, as outlined in the study, is the ability to recognize moral issues and understand their potential consequences for oneself and others (Butterfield et al., 2000). It is often the first step in moral decision-making and influences how individuals perceive the moral consequences of their actions. However, as the study suggests, moral awareness does not automatically translate into emotional maturity. This could be due to several factors:

- **Cognitive vs. Emotional Components of Moral Awareness:** While cognitive awareness of moral issues is essential, it does not always align with emotional responses. Emotional awareness—the ability to empathize with others’ feelings and understand the emotional consequences of one's actions—is vital for emotional maturity. Although empathy is key to moral sensitivity, it was not explicitly considered in the emotional maturity measures.
- **Emotional Detachment and Moral Decision-Making:** As discussed, emotional detachment is regarded as an advanced stage of emotional maturity. However, achieving emotional detachment requires not only moral awareness but also emotional resilience and psychological fortitude—traits that may not always be present in individuals with high moral awareness. Consequently, moral awareness may not correlate directly with emotional maturity unless accompanied by other personal and emotional resources.

Implications: The study emphasizes that emotional maturity, which involves effective emotion regulation and coping with life’s challenges, does not automatically result from heightened moral awareness, as no significant differences were found between groups with high and low moral awareness. This finding suggests that mental health interventions should focus on emotional regulation strategies, such as cognitive-behavioral techniques, regardless of a student’s moral awareness. Students with lower moral awareness may benefit from targeted interventions that integrate moral reflection with emotional development, fostering both moral sensitivity and emotional resilience. Counselors should adopt a holistic approach, addressing emotional maturity separately from moral awareness, and employ tools such as empathy training and mindfulness to guide students through emotional and moral challenges. Mental health programs should prioritize emotional resilience, emotional intelligence, mindfulness, and stress management, as emotional

maturity is a gradual process shaped by personal and social factors. Furthermore, interventions should account for cultural and developmental contexts, as attitudes toward ethics and emotional maturity may differ. Finally, long-term mental health support should incorporate broader psychosocial factors, such as self-esteem, resilience, and social support, which are crucial for emotional stability and overall well-being.

Limitations: The study's limitations include its cross-sectional design, which offers only a snapshot of the relationship between moral awareness and emotional maturity at a single point in time. This design restricts the ability to draw causal inferences or understand the directionality of the relationship. Longitudinal studies would provide more valuable insights into how changes in moral awareness influence emotional maturity over an extended period. The sample, composed of university students from two specific faculties at Suez Canal University, limits the generalizability of the findings to other student populations or educational institutions. Its homogeneity in age and academic background may not accurately represent the diversity present in broader educational settings. Moreover, the exclusion of participants based on social desirability adjustments introduces potential bias, leading to a sample that may not fully reflect the general student population and potentially underestimating the true variability in moral awareness and emotional maturity. Finally, the reliance on self-report measures for both constructs introduce measurement constraints, as these scales depend on respondents' honesty and self-awareness. Consequently, they may not fully capture the complexity of moral awareness and emotional maturity, which can be shaped by external factors such as social context, personal history, and environmental influences.

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رؤيتنا

أن نكون دورية علمية متميزة متخصصة في نشر المقالات والبحوث التربوية والنفسية. نسعى إلى التميز في نشر الفكر التربوي المتجدد والمعاصر، والإنتاج العلمي ذي الجودة العالية للباحثين في مجالي: التربية وعلم النفس، بما يعكس متابعة المستجدات، ويحقق التواصل بين النظرية والتطبيق.

رسالتنا

نشر وتأسيس الثقافة العلمية بين المتخصصين في المعاهد والمؤسسات العلمية المناظرة والمختصين من التربويين في الميدان التربوي من المعلمين والقيادات التربوية والباحثين، والارتقاء بمستوى الأداء في مجال التدريس والبحث العلمي من خلال نشر الأبحاث المبتكرة وعرض الخبرات الإبداعية ذات الصلة بهذا المجال، وإيجاد قنوات للتواصل والتفاعل بين أهل التخصصات المختلفة في الميدان التربوي على المستوى المحلي، والعربي، والدولي، مع تأكيد التنوع والانفتاح والانضباط المنهجي، ومتابعة الاتجاهات العلمية والفكرية الحديثة في المجال التربوي ونقلها للأوساط التربوية في مستوياتها المختلفة بغرض المساهمة في صناعة المعرفة.

سياستنا

إتاحة فرص للنشر والتداول على المستويات المحلية، والإقليمية، والقومية، وذلك للإنتاج العلمي للباحثين على اختلاف درجاتهم وتخصصاتهم، وللتجارب الناجحة للممارسين في الميدان التربوي. والعمل على تنوع الإنتاج المنشور ليجمع بين الفكر والتنظير، والتجارب الفعلية والممارسات الأدائية. واتخاذ الإجراءات اللازمة، والتواصل مع الجهات المعنية لنقل المنشور من الأوراق إلى ميدان العمل. والحرص على الوضوح والمصداقية والتواصل الدائم مع الباحثين والمؤسسات والميدان التربوي.