Rational perception of reality and its relationship to ethical decision-making among female students of the kindergarten department

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Abstract

The current research aims to identify the relationship between rational perception of reality and ethical decision-making among female students of the Kindergarten Department, and to achieve the objectives of the research, a random sample was selected and amounted to (482) female students from the Kindergarten Department in the College of Basic Education / Al-Mustansiriya University for the academic year (2020-2021), the researcher has built a scale of rational perception of reality consisting of three components, and also built an ethical decision-making scale consisting of six positions, each position has six alternatives, psychometric properties were extracted from the validity and reliability of the two scales, as the results indicate that there is a relationship between rational perception of reality and moral decision-making among students of the kindergarten department, but it is weak.

Key words: rational perception of reality, ethical decision-making,

Chapter One: Research Problem:
The study problem consisted in answering the following questions:
1- Is there a relationship between a rational perception of reality and ethical decision-making?
2- Are there differences in the relationship according to the stage variable?
Research Importance: A normal adult person deals with the variables of the surrounding environment as it is on the ground and does not deal with it with money and dreams, and when the person is placed in a situation, he shows a degree of responsibility and rationality in assessing the situation and creating a state of positive adaptation with him to reality (Jaber, 190:2). The importance of studying the rational perception of reality, which is considered a component of the mature personality, is considered by its distinctive style in dealing with reality and how to perceive its psychological experiences and life and internal experiences that reflect the extent of awareness of the situational developments that it encounters from time to time (Al-Defeaai, 2018: 27), the importance of ethics in being a basic building block of the existence of society and an essential component of the foundations of its personality, as no society can rise and continue its rise and development without the presence of moral constants represented by a set of laws, rules and coordinated values that regulate and govern the relationships of its members with one another (Tawq, 190: 2). Where moral decision-making is one of the most important aspects of emotional and social development and the most influential aspect of character building, and that the personal structure of the individual remains disjointed and incapable of adaptation if it is not associated with the moral structure (Al-Abayji, 1989: ٩). Moral decision-making is about making decisions with an ethical sense that is consistent with the interests and benefits of society (Al-Azzawi, 2005: 17).

Research objectives: The current research aims to identify:
1- Rational perception of reality among female students of the kindergarten department.
2- The differences in rational perception of reality for female students in the kindergarten department according to the school stage.
3- Ethical decision-making for female students in the kindergarten department, according to Kohlberg levels and stages.

4- The differences in ethical decision-making among female students in the kindergarten department, according to the stage of study.

5- The relationship between rational perception of reality and ethical decision-making among female students in the kindergarten department.

Defining terms: -

1- Realistic of Rational for Perception

Allport (1955) defined it: an individual's interpretation of things as they are, not what they hope they are, and showing rationality in assessing the situation and adapting to it, confronting life's problems and having the determinants of what they want in life (Allport, 1955: 161).

2- Moral Decision Making

Kohlberg defined it: Choosing an alternative that conforms to the moral standards, principles, and values that govern the behavior of an individual or society (2: 1975, Kohlberg).

Chapter two: The theoretical framework and previous studies

The theory that explained the mature personality the theory of Gordon Allport (1967-1897)

Allport emphasized that the behavior of an adult is sometimes driven by aggressive and sexual needs, although this represents only a small part of the function of a mature personality (Maarij 2015: 569), Allport was interested in the features, as the trait is something that actually exists, but we cannot see it rather, its existence is inferred through our observation of the established behavioral patterns of the individual in different situations, where it can be quantified by collecting a number of indications that indicate them when a number of stimuli are available to him during which the attribute and the degree of its availability are disclosed (Al-Dabaj, 1999: 34).

Alloprt has presented more than one level of traits, which classified them according to their importance as follows:

Great traits: They are the traits that focus on the personality of the individual and include motives, emotions, and salient traits such as courage and generosity, like the personality of Hatem Al-Tai, who was known for his generosity.

Central traits: They are traits that have less control over a person's behavior, and in spite of that they are very important, such as possessiveness, ambition, competition and kindness.

Secondary traits: They are traits that may not affect the behavior of the individual, but they appear from time to time (Abbas, 2011: 621).

Kohlberg's theory (1975, Kohlberg Lowrennce)

The main idea of Kohlberg's theory is that moral action depends on moral judgment and that the human mind undergoes continuous development through mental processes that include thinking, reasoning, education, remembering, understanding problems and solving them, while moral development indicates the emergence of the individual's ability to determine right and wrong and does not depend on acquisition standards direct community , but it stems from the child's attempts to solve or take as it is considered the demands and needs of people, and thus this leads to positive behavior to reach the ethical principles that show commitment and respect for social norms and values that help in providing a safe environment for members of society and this leads to achieving social justice that includes the rights of individuals Society and the right to equality for all (Muhammad, 2012: 56).

Kohlberg made assumptions about the concept of each stage:

1- The concept of the stage implies that the individual's development proceeds automatically, under the conditions of the natural environment, unless there are specific disabilities.

2- The concept of the stage implies that each individual must walk within the decreed sequence of the previous stages.

3- The concept of the stage implies that individuals pass through the same stages, with differences between them in the speed and content of their thinking in the same stage (Al-Bayraqdar, 1999: 29).

Chapter Three: Research Methodology and Procedures

Research methodology: In the current study, the two researchers used the descriptive approach to achieve the main objectives of this study.

Research community: The research community consists of female students of the kindergarten department in the College of Basic Education / Al-Mustansiriya University for the morning and evening studies, with a number of (700) students distributed in four stages for the 2020/2021 academic year. The members of the research community are distributed as shown in Table (1):

Table (1) Distribution of the members of the current research community according to the stage of study

S	Stage	Number of female students
1	First	350
2	Second	150
3	Third	100
4	Fourth	100
	Total	700

Research sample: The researcher selected the sample as follows:

Statistical analysis sample: The research sample consisted of (482) students from Al-Mustansiriya University / College of Basic Education, distributed in four stages, and the two researchers also used in selecting the research sample the random stratified method (proportional selection method) and this sample is representative of the research community itself, and Table (2)) Explains that

Table (2) the main research sample

S	Stage	Number of female students
1	First	220
2	Second	129
3	Third	66
4	Fourth	67
	Total	428

Research tools: First: The Realistic of Rational for Perception

Defining the concept of rational perception of reality

After the two researchers reviewed the previous studies that dealt with the concept, the theoretical framework and previous measures, and after defining the concept theoretically and procedurally, the rational perception scale of reality was built based on Allport's definition of rational perception of reality (which is the individual's interpretation of things as they are and not on what they hope to be, and to show rationality in estimating the situation, adapting to it, confronting life's problems, and owning determinants of what he wants in life), three areas of the scale were identified, and through each component (field), the scale paragraphs were formulated with (10) paragraph for the first component (social) (11) paragraph for the second component (psychological (9) paragraph for the third component (mental), (30) paragraph totaling the number of paragraphs of the scale before presenting it to the arbitrators, Appendix (2).

A- The distinctive strength of the paragraphs of the scale of rational perception of reality

the purpose to calculate the discriminatory strength of the paragraphs of the scale of rational perception of reality, the two researchers used the T-test for two independent samples, and Table (4) illustrates that.

Table (4) coefficients for distinguishing the paragraphs of the scale of rational perception of reality

Sequencing of the vertebrae	Top group		Lower group		The computed T-value
	Arithmetic average	standard deviation	Arithmetic average	standard deviation	

1	**3,838**	**1,133**	3,223	0,933	4,778
2	**4,884**	**0,492**	3,953	0,987	9,620
3	**3,838**	**1,286**	3,315	1,027	3,622
4	**4,900**	**0,301**	3,930	1,086	9,799
5	**4,476**	**0,649**	4,092	0,782	4,314
6	**4,207**	**0,962**	2,876	1,120	10,273
7	**4,538**	**0,660**	3,900	0,776	7,142
8	**4,892**	**0,417**	3,369	1,233	13,335
9	**4,492**	**0,684**	3,884	0,753	6,804
10	**4,992**	**0,087**	3,869	1,095	11,653
11	**4,838**	**0,462**	3,576	1,033	12,705
12	**4,430**	**0,746**	3,876	0,757	5,938
13	**4,507**	**0,625**	3,815	0,734	8,182
14	**4,907**	**0,402**	3,746	1,073	11,553
15	**4,892**	**0,435**	4,030	1,056	8,598
16	**4,892**	**0,435**	4,030	1,056	10,864
17	**4,784**	**0,646**	3,500	1,182	14,899
18	**4,938**	**0,241**	3,592	1,00	12,558
19	**4,830**	**0,415**	3,66	0,976	11,185
20	**4,861**	**0,388**	3,784	1,026	11,600
21	**4,838**	**0,445**	3,800	0,918	10,927
22	**4,738**	**0,641**	3,476	1,149	12,841
23	**4,846**	**0,402**	3,707	0,927	12,719
24	**4,784**	**0,513**	3,592	0,937	9,570
25	**4,992**	**0,087**	4,192	0,949	4,086
26	**3,669**	**1,325**	3,038	1,157	8,630
27	**4,453**	**0,648**	3,753	0,659	12,600
28	**4,800**	**0,534**	3,676	0,864	13,178
29	**4,723**	**0,557**	3,338	1,060	12,835
30	**0,557**	**0,316**	3,538	1,093	13,713

The tabular T value at the level of significance (0.05) and at the degree of freedom (258) equals (1.96)

It is evident from Table (4) that all the paragraphs had a good ability to distinguish between the extreme groups in degrees where all the calculated T values were greater than the tabular T value of (1.96) at the level of significance (0.05) and with the degree of freedom (258).

B- The correlation of the score of the paragraph with the total score of the scale of rational perception of reality

To verify this, the researcher used the Pearson correlation coefficient to calculate the relationship between the paragraph score and the total score of the scale, as in Table (5).

Table (5) the values of the coefficient of correlation of the paragraph score with the total score of the scale

Paragraph Sequence	Correlation coefficient value	Paragraph Sequence	Correlation coefficient value
1	0,345	16	0,527
2	0,382	17	0,660
3	0,357	18	0,612
4	0,421	19	0,573
5	0,317	20	0,587
6	0,392	21	0,470
7	0,288	22	0,613
8	0,460	23	0,552
9	0,298	24	0,633
10	0,632	25	0,293
11	0,564	26	0,351
12	0,264	27	0,548
13	0,326	28	0,522
14	0,611	29	0,603
15	0,592	30	0,595

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (480) equals (0.088)

It is evident from Table (5) that all the values of the paragraph degree correlation coefficient with the total score of the scale are statistically significant when compared to the critical value of the correlation coefficient of (0.088) at the level of significance (0.05) and with the degree of freedom (480), which confirms that all the paragraphs of the scale are consistent among them in measuring the same concept.

C- The relevance of the paragraph's score to the overall score of the field to which it belongs

In order to calculate the sub-dimensions of the scale, the two researchers used the Pearson correlation coefficient, to find out the relationship between the degree of each paragraph of the scale and the total degree of the field to which it belongs, and the results showed that all the values of the correlation coefficient are statistically significant when compared to the critical value of the correlation coefficient of (0.088) as it is. Shown in Table (6) the following:

Table (6) the values of the coefficient of correlation of the paragraph degree with the total degree of the field to which it belongs

Paragraph Sequence	The social sphere	Paragraph Sequence	Psychological field	Paragraph Sequence	Intellectual field
	Correlation coefficient value		Correlation coefficient value		Correlation coefficient value
1	0,290	11	0,621	22	0,646
2	0,440	12	0,264	23	0,641
3	0,320	13	0,306	24	0,603
4	0,574	14	0,677	25	0,297
5	0,265	15	0,644	26	0,415
6	0,515	16	0,611	27	0,641
7	0,333	17	0,703	28	0,613
8	0,612	18	0,670	29	0,646
9	0,399	19	0,655	30	0,626
10	0,498	20	0,675		
		21	0,569		

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (480) equals (0.088)

It is evident from Table (6) that all the values of the paragraph degree correlation coefficient with the total degree of the field to which it belongs were statistically significant when compared to the critical value of the correlation coefficient, which confirms that the paragraph measures what the field to which it belongs.

D - Correlation of the domains of the rational perception scale of reality: To calculate the correlation of the domains of the rational perception scale of reality with each other, the two researchers used the Pearson correlation coefficient, as shown in Table (7)

Table (7) the values of the domains correlation coefficient with each other

Field name	Social	Psychological	Mental
Social	1	0,485	0,518
Psychological		1	0,735
Mental			1

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (480) equals (0.088)

It is evident from Table (7) that all the values of the correlation coefficient of the scale fields with each other are statistically significant when compared with the critical value of the correlation coefficient of (0.088) at a level of significance (0.05) and with a degree of freedom (480), which confirms the consistency of the fields between them in the measurement the same concept, the two researchers verified the validity with apparent validity and its percentage was (100%) and the construction was validated by the method of retesting, and its percentage was (0.860) and the Alpha Cronbach percentage was (0.828).

Second: The measure of ethical decision-making

 Define the concept of ethical decision-making

After defining the concept theoretically and procedurally, the two researchers built the ethical decision-making scale based on the definition of (Kohlberg), which is (choosing an alternative that conforms to the

ethical standards, principles and values that govern the behavior of the individual or society), and this scale fits with the research sample and has the necessary psychometric characteristics and conditions, determine the stages of moral decision-making based on the stages of Kohlberg's theory of moral judgment, namely:

1- Obedience and fear of punishment.

2- Orientation towards personal benefit.

3- Personal compatibility with the group's standards.

4- Orientation towards law and order.

5- The orientation towards the social contract.

6- Orientation towards humanitarian ethical principles.

By adopting the stages of moral decision-making in Kohlberg's theory, the domains of the ethical decision-making scale were constructed for the current research, where (6) positions were formulated, for one position (6) alternatives, each alternative represents a stage of Kohlberg's six stages in a sequential order according to its development and grades were taken (1) 2, 3, 4, 5, 6) and thus the number of alternatives for all positions became (36), an appendix alternative (5), attention was taken when formulating positions and paragraphs to be brief and clear.

Statistical analysis of paragraphs

A- The distinctive strength of each paragraph:

To calculate the discriminatory strength of the items, the two researchers used the T-test for two independent samples, where they applied the scale on a sample consisting of (482) students, and Table (11) illustrates that

Table (11) coefficients for distinguishing the paragraphs of the ethical decision-making scale

Sequencing of the vertebrae	Top group		Lower group		The computed T-value
	Arithmetic average	standard deviation	Arithmetic average	standard deviation	
1	5,284	0,560	2,846	1,596	16,430
2	5,169	0,636	2,923	1,361	17,037
3	4,992	0,383	2,730	1,368	18,143
4	5,730	0,553	3,146	1,809	15,575
5	5,207	0,903	2,915	1,457	15,239
6	5,361	0,693	3,346	1,583	13,294

The tabular T value at the level of significance (0.05) and at the degree of freedom (258) equals (1.96).

It is evident from Table (11) that all the calculated T-values are statistically significant when compared with the tabular T-value of 1.96, which confirms that the scale paragraphs have a good ability to distinguish between the two extreme groups in degrees.

B - The correlation of the score of the paragraph with the overall score of the ethical decision-making scale

The two researchers used the Pearson correlation coefficient to calculate the relationship of the degree of strength to the total degree of the scale, as in Table (12)

Table (12) the values of the coefficient of correlation of the paragraph score with the total score of the scale

S	Correlation coefficient value

1	**0,6999**
2	**0,690**
3	**0,650**
4	**0,781**
5	**0,698**
6	**0,606**

The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (480) equals (0.088)

It is evident from Table (12) that all the values of the correlation coefficient were statistically significant when compared to the critical value of the correlation coefficient of (0.088), the researcher verified the validity with apparent validity and the percentage was (100%), and the construction was validated by the method of retesting, and the percentage was (0.770) and the Alpha Cronbach rate was (0.741).

Chapter Four: Presentation and interpretation of results

The first goal: To know the rational perception of reality among female students of the kindergarten department.

To achieve the current goal, the two researchers used the T-test for one sample in order to find out the significance of the difference between the mean of the sample scores and the hypothetical average of the scale, where the results were as shown in Table (14)

Table (14) the results of the T-test to find out the significance of the differences between the mean of the sample scores and the hypothetical mean of the scale

variable	Sample volume	Arithmetic average	standard deviation	Hypothesized mean	Degree of freedom	T-value		Indication level 0,05
						Calculated	**Tabular**	
Rational perception of reality	**482**	**125,570**	**12,034**	**90**	**481**	**64,891**	**1,96**	**Function**

Rational Perception of Reality 482 125,570 12,034 90 481 64,891 1.96 D.

The tabular T value at the level of significance (0.05) and at the degree of freedom (481) equals (1.96)

It is evident from the table that the calculated T value of (64,891) is greater than the tabular T value of (1.96), which means that there are statistically significant differences between the average of the sample scores and the hypothetical average of the scale and this difference is in favor of the average of the sample scores, which indicates that students of the kindergarten department they are distinguished by a rational perception of reality.

The second objective: To know the differences in the rational perception of reality among female students in the kindergarten department, according to the school stage.

To achieve the current goal, the two researchers extracted the arithmetic mean and standard deviation of the four stages, as shown in Table (15).

Table (15) the arithmetic mean and standard deviation of the school stage variable

The school stage	The number	Arithmetic mean	Standard deviation

First	220	128,750	11,437
Second	129	124,147	10,774
Third	66	124,242	10,463
Fourth	67	119,179	14,407
total summation	482	125,570	12,034

After calculating the arithmetic mean and standard deviation of the school stage, the researcher used the one-way analysis of variance to find out the significance of the differences between the averages, as the results were as shown in Table (6).

Table (16) the results of the one-way analysis of variance to find out the significance of differences in rational perception of reality according to the school stage

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	The computed F-value	Indication level 0,05
Between groups	5338,678	3	1779,559		
Within groups	64325,424	478	134,572	13,224	**Function**
total summation	69664,102	481			

The F-value at the level of significance (0.05) and at the degree of freedom (3-478) equals (2.61)

It is clear from Table (16) that the calculated F-value is greater than the tabular F-value of (2.61).

This indicates that there are statistically significant differences in the rational perception of reality for female students in the kindergarten department according to the stage of study, to find out the source of the differences, the researcher used Shafeah test for dimensional comparisons, where the results were as shown in Table (17)

Table (17) Shaivyah test results for the dimensional comparisons between the averages of the educational stage

variable	Arithmetic average	The difference between the averages	The calculated Shaivyah value	Indication
The first stage	128,750			
The second stage	124,147	4,602	3,629	**Function**
The first stage	128,750			
The third stage	124,242	4,507	4,544	**Not a function**

The first stage	128,750			
The fourth stage	119,179	9,570	4,521	Function
The second stage	124,147			
The third stage	124,242	0,095	4,933	Not a function
The second stage	124,147			
The fourth stage	119,179	4,968	4,912	Function
The third stage	124,242			
The fourth stage	119,179	5,063	5,622	Not a function

Table (17) shows the significance of the differences between the average of the first stage and the average of the second stage and between the average of the first stage and the average of the fourth stage, and this difference in favor of the first stage, as the difference between the averages was greater than a Shaivyah value, while the difference between the mean of the second stage and the fourth stage was greater than the calculated Shaivyah value, and this difference is in favor of the second stage.

The third goal: Know the ethical decision-making of female students in the kindergarten department, according to the levels and stages of Kohlberg.

In order to achieve the current goal, the two researchers calculated the arithmetic mean and the standard deviation for each stage and for all stages, as shown in Table (18)

Table (18) the arithmetic mean, standard deviation, and rank for each stage and for all stages

The scholastic stage	The first stage		The second stage		The third stage		The forth stage		Stages as whole	
Alternatives	Arithmetic average	standard deviation	Arithmetic average	standard deviation	Arithmetic average	standard deviation	Arithmetic average	standard deviation	Arithmetic average	standard deviation
The first alternative for all situations	4,295	1,529	4,535	1,369	4,606	1,357	3,656	1,692	4,313	1,513
The second alternative	4,237	1,350	4,201	1,422	4,348	1,318	3,552	1,663	4,137	1,428

for all situations									
The third alternative for all situations	4,091	1,405	4,026	1,424	4,424	1,265	3,358	1,494	4,027	1,430
The fourth alternative for all situations	5,073	1,438	5,077	1,334	5,363	1,223	3,910	2,005	4,952	1,536
The fifth alternative for all situations	4,173	1,397	4,039	1,523	4,439	1,337	3,746	1,828	4,114	1,497
The sixth alternative for all situations	4,791	1,297	4,550	1,397	4,545	1,405	3,642	1,524	4,533	1,418

It is evident from table (18) that the students of the kindergarten department in the four stages fall into the fourth stage of the Kohlberg stages, as there are no differences between the grades of the students according to the academic stages, the first stage, the second stage, the third stage, and the fourth stage in moral decision-making as the first stage was a function of an arithmetic mean The second stage is a function with an arithmetic mean (5,077), the third stage with an arithmetic mean (5,363) and the fourth stage with an arithmetic mean (3,910), meaning that each academic stage falls in the fourth stage of Kohlberg's ethical stages.

Fourth Objective: Identify the differences in ethical decision-making among female students in the kindergarten department, according to the school stage.

To achieve the current goal, the two researchers extracted the arithmetic mean and standard deviation for the four stages, as shown in Table (19).

Table (19) the arithmetic mean and standard deviation of the variable of the school stage

Educational level	Number	Arithmetic average	Standard deviation
First	220	26,636	5,438
Second	129	26,465	5,821
Third	66	27,727	4,555
Fourth	67	21,865	7,153
Total as a whole	482	26,076	5,944

After calculating the arithmetic mean and standard deviation of the educational stages, the researcher used the one-way analysis of variance to find out the significance of the differences between the averages, as the results were as shown in Table (20)

Table (20) the results of the one-on-one analysis of variance to find out the significance of the differences in ethical decision-making according to the educational stages

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	The computed F-value	Indication level 0,05

Between groups	1456,276	3	485,425		
Within groups	15541,884	478	32,514	14,930	Function
total summation	16998,160	481			

The tabular F-value at the level of significance (0.05) and at the degree of freedom (3-478) equals (2.61)

It is evident from table (20) that the calculated F-value is greater than the tabular F-value of (2.61), which indicates the existence of statistically significant differences in the ethical decision-making of the students of the kindergarten department according to the educational stages, to find out the source of the differences, the researcher used a Shaivyah test for comparisons the dimensionality, where the results were as shown in Table (21).

Table (21) Shaivyah test results for the dimensional comparisons between averages of educational stages

variable	Arithmetic average	The difference between the averages	Shaivyah value	Indication
The first stage	26,636			
The second stage	26,465	0,171	1,784	Not a function
The first stage	26,636			
The third stage	27,727	1,090	2,234	Not a function
The first stage	26,636			
The fourth stage	21,865	4,770	2,222	Function
The second stage	26,465			
The third stage	27,727	1,262	2,425	Not a function
The second stage	26,465			
The fourth stage	21,865	4,599	2,414	Function
The third stage	27,727			
The fourth stage	21,865	5,861	2,764	Function

It is clear from Table (21) that there are differences between the averages of the first stage and the averages of the fourth stage, and this difference is in favor of the first stage and between the averages of the second stage and the average of the fourth stage, and this difference is in favor of the second stage, as the difference between the averages was greater than the calculated value of Shaivyah, while the difference between the average of the third stage and the fourth stage was greater than the value of the computed Shaivyah, and this difference is in favor of the third stage. The results indicate that the members of the research sample fall into the fourth stage (commitment to laws, social order and respect for authority) of the stages of Kohlberg's theory, and it is also the same stage within which (65%) of people fall within according to Kohlberg's theory and from different cultures in the world.

Fifth Objective: To know the relationship between rational perception of reality and moral decision-making among students of the kindergarten department.

To verify the current goal, the two researchers used the Pearson correlation coefficient to find out the relationship between rational perception of reality and moral decision-making among students of the kindergarten department, where the results were as shown in Table (22)

Table (22)

Variables	Sample volume	The value of the correlation coefficient between rational perception of reality and ethical decision-making	T-value		Indication level 0.05
			Calculated	Tabular	0,05
Rational Perception of Reality * Ethical decision-making	482	0,20	4,472	1,96	Function

The tabular T value at the level of significance (0.05) and at the degree of freedom (480) equals (1.96)

It is evident from Table (22) that the value of the correlation coefficient between rational perception of reality and moral decision-making among students of the kindergarten department is (0.20) to test the significance of the correlation coefficient, the researcher used the T-test, where the calculated T value for the significance of the correlation coefficient was greater than the tabular T value of 1.96, which means that there is a weak relationship between the rational perception of reality and the moral decision-making of the kindergarten students.

Recommendations: Establish educational workshops that support students' perception of reality, methods of dealing with it, and how to properly make ethical decisions.

Suggestions: Conducting a study similar to the current research on different age groups and other social strata and comparing its results with the results of the current study.

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