

Psychological Well-Being and Its Relationship with Academic Aspiration of Female Students of the Kindergarten Department

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The research problem arises from the important concept of psychological. In recent years has become the major issue of various research and studies, due to its close link with positive mood, satisfaction, and life acceptance as well as self-realization. Whereby the individual college female- student, in particular, realises herself through the aspiration level, which is considered an important and essential part of her psychology. The ability to frame and enhance the female-student's optimistic beliefs in a way that enables her to deal with different forms of psychological pressures. An individual's belief in their capabilities to achieve their goals, enables them to manage their life. The problem of the research is that the researcher collected it through his presence in the place of students of the kindergarten department. The research found that, during the students scientific and life courses, they are exposed to difficult or challenging conditions, which may hinder their psychological well-being and directly affect their academic aspiration, life and work as a teacher of an important generation (Preschool children).

Key words: *Psychological well-being, Positive mood, Satisfaction, Preschool children.*

Introduction

Research Question

In recent years psychological well-being has become a major theme of various research and studies. It is considered a major and crucial concept in positive psychology. In many societies and cultures it is common for people to seek psychological well-being as an ultimate goal of

life. Psychological well-being is said to be related to positive mood, satisfaction and acceptance of real life as well as self-realisation.

The Current Research Aimed to identify the relationship between psychological well-being and academic aspiration of female- students of the Kindergarten Department.

The research sample consisted of (61) female- students of the Kindergarten Department. Two scales were developed to investigate both psychological well-being and academic aspiration. The researcher set (25) items for each scale, in addition to verifying the validity and reliability of the two scales. Through the use of statistical methods, the researcher obtained the following findings:

1. The research sample was collected from kindergartens
2. The research sample is explained by the academic role.

The individual, especially college female- student, realises herself through the aspiration level, which is considered an important and essential part of her psychology, as it frames and enhances optimistic beliefs in a way that enables her to deal with different forms of psychological pressures (Ryff, 1989: 10). It is true that the individual's belief in their capabilities to achieve his goals enables him to subjectively and actively manage his life. This, in turn, leads to a sense of control over the surrounding environment and its challenges. Interacting with female students of the Kindergarten Department it was found that, during their scientific and life courses they were exposed to difficult or challenging conditions, which may hinder their psychological well-being and directly affect their academic aspiration, life and work as a teacher of the an important generation (Preschool children) (Abdel- Fattah (1984).

Significance of the Research

Psychological well-being is an important life factor as it focuses on happiness, joy, and pain avoidance, based on the belief that joy and happiness are the main goal of human life. People's feeling of happiness increases through their life satisfaction, frequent positive emotional experiences, and goals fulfilment (Al-Jalali, 2011: 23).

Moreover, academic aspiration is translated in the future realistic academic goals that the college student sets and constantly thinks about how to achieve, and this can be done by continuous success in his academic journey (Thabet, 2015: 9). The current study explores psychological well-being and its relationship with academic aspiration of female- students at the Department of Kindergarten Teaching, according to the following major points:

- University phase: It is an integrated life experience that the female-student experiences during her academic years. It is a phase which highly affects her life and provides her with various experiences that she transfers to her social and work environment after graduation or during her academic years.
- Psychological well-being: This has occupied a prominent position in different cultures. It is considered as one of the supreme goals of life, as it is in close link to the individual's positive mood, satisfaction, and self-fulfilment.
- Academic aspiration: A crucial and essential part of psychology. Thus, the student's belief in their capabilities, to achieve their goals, enables him to subjectively and actively manage their life.
- The research is a simple scientific work that aims to enrich scientific literature on this field, as it demonstrates, for the first time (according to the researcher), the relationship between two variables (psychological well-being and academic aspiration) for the researchers of kindergarten and psychology fields.
- The findings of the research can contribute to the development of some useful proposals and solutions that can be used.

Ryff (1989)

A set of behavioral indicators that indicate an individual's high levels of life satisfaction. (Ryff, 1989: 10)

Al-Gendy (2009)

A positive emotional state that reflects an individual's feeling of happiness, as a result of exposure to various sources of psychological well-being. (Al-Gendy, 2009: 26)

The Operational Definition of Psychological Well-Being

It refers to the score female- students of the Kindergarten Department obtain by answering the psychological well-being scale prepared by the researcher.

Academic Aspiration

Abu Hatab (1973)

It means the acquisition of information, skills, and ways of thinking, change of attitudes and values, and adaptation of compatibility methods, including the desired and undesirable outcomes (Al-Jalali, 2011: 23).

Abdel-Fattah (1984)

It is the level an individual wants to reach or feels able to reach while working to achieve his life goals and perform his daily work (Abdel-Fattah, 1984: 11).

Theoretical Framework and Previous Studies

Psychological Well-Being

The concept of psychological well-being is one of the main terms of positive psychology. Psychological well-being is an aim in different cultures as it is considered as one of the ultimate goals of life due to its close link to the individual's positive mood, satisfaction, and self-fulfilment (Abu Hashem, 2010: 1). This concept intervenes with other concepts, including (joy of life, sense of comfort, life satisfaction, psychological security and compatibility). It reflects the individual's sense of happiness and satisfaction with meaningful conception about his personal existence and goals and values fulfilment, in a way that makes him unique (Al-Gammal, 2011: 2). Argyle (1997) suggested that psychological well-being is only a reflection of the degree of satisfaction with life and frequency of pleasant emotions and their severity. So, well-being has four elements; life satisfaction, sense of joy, pleasure/ enjoyment and avoidance of anxiety, depression and everything that affects man's wellness. (Saad .1999: 20)

Academic Aspiration

Abdel-Fattah (1984) indicated that academic aspiration is a relatively constant feature that varies from one individual to another. It also differs in level of effort exerted to reach it, in a manner consistent with the psychological structure of each individual and his frame of reference. This is based on success and failure experiences experienced by each individual (Abdel- Fattah, 1984 : 14), Academic aspiration is the individuals' driving force that they acquire from their environment to reach their goals (al- Nubi, 2010 : 71)

Theories of Psychological Well-Being

Ryff theory

For psychological well-being, Ryff (2008) set several terms. He defined psychological happiness as a set of behavioural indicators that indicate individual's high level of life satisfaction. Ryff identified psychological well-being with six main factors, as follows:

- **Self-Acceptance:** An individual's ability to achieve himself; his positive orientation towards himself and life; acceptance of his positive and negative aspects; and his ability to

form a positive attitude towards himself while accepting the varying characteristics. (Ryff & Singer, 2008 : 9)

- **Personal Development:** An individual's ability to develop his capabilities, promote his personal competence in all aspects of life, feel optimism, realise and improve his capabilities and potentials. Then, to be ready for the new experiences that promote his previous experiences, in a way that leads to his personal growth and development.
- **Positive Relations with Others:** An individual's ability to establish friendships and social relations with others in a positive and reciprocal way, based on love, kindness, friendliness, intimacy, mutual trust, strong sympathy or give- and- take, etc.
- **Meaningful Life:** An individual's ability to set and identify his goals in life in a realistic and objective manner so that he directs his actions and behaviours to determinedly achieve his goals.
- **Autonomy:** An individual's independence and his ability to make decisions, think and act in certain ways, and assess himself according to the set social standards, that is, his ability to realise himself, his confidence in his own opinions, his war against the pressures of social life and his control over his personal behaviour while interacting with others.
- **Environmental Empowerment:** An individual's ability to regulate the circumstances surrounding him and utilise them in an effective manner. To create an appropriate environment and change the surrounding environment according to what he deems necessary for him, provoking his past and present experiences to achieve his goals and manage his environment with all its challenges. (Al-Gammal, 2011 : 10-11)

Theories of Academic Aspiration

Field Theory (Levine)

Levine noted that understanding and predicting the behaviour of an individual depends on the field (the environment) in which the individual lives, as each individual has its own field, which distinguishes him from others. (Al-Nubi, 2010: 74). It was shown that the field in which the individual is more connected and active, drives him to seek specific aspirations and that there are some forces that drive the individual and affect his level of aspiration, including:

- **Maturity:** The more mature an individual becomes, the easier he achieves his level of aspiration and the more capable he feels of reaching it.
- **Mental Ability:** The higher the mental ability of an individual, the more capable he is at achieving the most difficult and complex goals.
- **Success and Failure:** Success leads to a high level of aspiration for the individual, while failure reduces the level of aspiration and may lead to frustration.

- **A View of the Future:** It is the individual's view of the future, which affects their expectations of what they can fulfil in future life, impacting their goals at the present time (Naif, 2003: 32).

Deiah Study (2012)

Extracting The Psychometric Properties of Carol Ryff's Scale of Psychological Well-Being for a Sample of College Students at the University of Jordan In Amman

The study aimed to codify and regulate Carol Ryff's scale of psychological well-being. It was translated into Arabic and some of its psychometric properties were extracted for research with a sample of college students at the University of Jordan in Amman. The study sample consisted of 485 male and female students, including 90 pilot samples. A third of the sample included male students only, due to the nature of their distribution at the university. The scale consisted of 84 items, which demonstrated the psychological well-being index through the six dimensions: self-acceptance, autonomy, positive relationships with others, personal development, environment empowerment and meaningful life.

The arbitration results showed that the translated scale into Arabic enjoyed content and face (superficial) validity. The correlation coefficient values for this scale and both scales of subjective well-being ranged between (0.6) and (0.79), while the correlation coefficient values for items, dimensions and the scale showed the construct validity of the scale. Thus this study provides a translated Arabic version of Ryff's psychological well-being scale that enjoys validity and reliability. (Deiah, 2012)

Kharnoub's Study (2016)

Psychological Well-Being and Its Relationship to Emotional Intelligence and Optimism

The study aimed to identify the relationship between psychological well-being, emotional intelligence and optimism. The ability for emotional intelligence and optimism to predict psychological well-being was explored, as well as any gender differences in terms of psychological well-being, emotional intelligence and optimism. The sample consisted of 147 college students (30 male and 117 female) from the Department of Psychological Counselling at the College of Education in the University of Damascus. In this study, Ryff's (1989) Psychological Well-being Scale (translated and prepared by the researcher), Mayer's et.al. (1997) Multi-Factor Emotional Intelligence Scale (translated and prepared by the researcher) and the Arabic Scale of Optimism and Pessimism by Ahmed Abdel-Khalek (1996) were used. Correlation coefficients, t-tests and multiple regression analysis were used to identify the statistically significant positive relationships between students' scores on the scale of

psychological well-being (and its sub components) and both of emotional intelligence and optimism. There were no statistically significant differences between the average scores of male and female students on the scale of psychological well-being (and its sub- components) and emotional intelligence and optimism. Results of the multiple regression analysis showed that emotional intelligence and optimism significantly contributed to the differences between psychological well-being and its sub- components. (Kharroub, 2016)

Al- Gammal Study (2011)

Psychological Well- Being and Its Relationship with the Academic Achievement and Orientation towards University Study for Students of University of Tabuk

The study aimed to identify the relationship between psychological well- being with its sub-components, academic achievement and the orientation towards university study among university students. The sample consisted of 258 students (100 male and 158 female) from the colleges of Education, Arts and Sciences, University of Tabuk. This study applied the Scale of Psychological Well- being and the Orientation towards University Study Scale to the students. Correlation coefficient, t- test, one-way analysis of variance, and regression analysis were used to identify the following results:

- There are variable correlations (positive / negative and statistically significant / insignificant) between students' degrees on the scale of psychological well- being with its sub-components and academic achievement.
- There is a statistically positive correlation between student degrees on the scale of psychological well- being with its sub-components and the orientation towards university study.
- There are statistically significant differences between the mean scores of males more than females (statistically significant/insignificant) as for the psychological well- being with its sub-components.
- There are no differences between the average degrees of students of both divisions (science and arts) in terms of psychological well- being with its sub- components.
- Academic achievement can be predicted by psychological well-being with its sub-components and the orientation towards the university study, despite the varying contribution rates of these factors (Al- Gammal, 2011).

Studies of Academic Aspiration

Thabet Study (2015)

The Effect of Academic Aspiration and Test Anxiety on Academic Achievement

The effect of both academic aspiration and test anxiety on academic achievement was investigated. The study sample consisted of 118 male- and female- students from a community totalling 237 students, who were randomly selected. For the purpose and requirements of the study, Test Anxiety Scale of "Salima Sayhi" (82 items) and the Scale of Aspiration of "Muhammed Boufatih" (62 items) were adopted. The research found the following:

- There are differences in academic achievement between those with high level of academic aspiration and those with low level, in favour of high academic aspiration.
- There are differences in academic achievement between those with high level of test anxiety and those with low level, in favour of low level ones.
- There is a clear effect of the interaction between the level of test anxiety and academic aspiration on academic achievement. (Thabet, 2015)

Research Methodology and Procedures

The research sample consisted of 61 senior female- students, out of 309 female- students in their fourth year in the Department of Kindergarten Teaching at the College of Education for Girls, University of Baghdad, for the academic year (2018-2019).. The researcher selected the senior female- students, as they appeared more mature and able to define their level of aspiration and goals.

Instrument of the Research

For the purpose of the research, two scale (Psychological Well-being Scale and Academic Aspiration Scale) were developed. After reviewing the literature, (25) items were set for each scale. Each item included three options for the answer, and only option was chosen to complete the question/item. Data collection was obtained over a one week period.

In their final form, the two scales consisted of (25) items for the psychological well-being and (25) items for the academic aspiration with three options for each scale (Appendix no. 2). They are:

- Strongly agree (score : 3)
- Somewhat agree (score : 2)
- Strongly disagree (score : 1)

Thus, the total score of each scale ranged between (25) (the lowest degree) and (75) (the highest degree).

Face validity

The face validity of a scale is often determined by a group of expert arbitrators who are able to judge the validity of the scale items to measure the desired feature (Abel, 1972: 555). In this study the two scales (psychological well-being and academic aspiration scales) were presented in their primary form, which consisted of (25) items to the arbitrators and professionals of this field (Appendix 2) to ensure the validity of the scales for measuring both psychological well-being and academic aspiration. The validity of the items of both scales were accredited by reaching (80%) of the arbitrators votes and over.

Reliability of the Tool

Using the Alpha Cronbach method, reliability was measured for a sample of (25) female-students. The reliability coefficient was (0.50) for the psychological well-being scale and (0.77) for the academic aspiration scale. They are statistically significant and appropriate reliability values.

Findings and Discussion

The First Goal: Identify the level of psychological well-being of female- students of the Kindergarten Department.

Null Hypothesis: There are no statistically significant differences between the Arithmetic mean of the sample scores on the psychological well-being scale and the assumed mean of the scale at the level of significance (0.05). Accordingly, the alternative hypothesis, which states that there is a statistically significant difference between the arithmetic mean of the sample scores on the psychological well- being scale, as shown in table (1).

Table 1: Psychological well-being of female- students at the Kindergarten Department

Sample	Arithmetic mean	Standard deviation	Assumed mean	t- value	
				Calculated	Tabulated
61	57.098	4.577	50	12.110	2.000

The Second Goal: Identify the level of academic aspiration of female- students at the Kindergarten Department

Null Hypothesis: There are no statistically significant differences between the Arithmetic mean of the sample scores on the scale of academic aspiration and the assumed mean of the scale at the level of significance (0.05). Accordingly, the alternative hypothesis, which states that there is a statistically significant difference between the arithmetic mean of the sample scores on the scale of academic aspiration and the assumed mean of the scale, is accepted, as shown in Table (2).

Table 2: Academic aspiration of female- students at the Kindergarten Department

Sample	Arithmetic mean	Standard deviation	Assumed mean	t- value	
				Calculated	Tabulated
61	57.918	6.972	50	8.870	2.000

Identify the relationship between psychological well-being and academic aspiration of female-students of the Kindergarten Department.

There was a statistical difference between the two variables (psychological well-being and academic aspiration) for kindergarten department female- students, at the significance level (0.01), and a Pearson correlation coefficient of 0.69, which is greater than the tabulated value of (0.33) as shown in Table (3).

Table 3: Psychological well-being and academic aspiration of female- students at the Kindergarten Department

Scale	Sample	Pearson's value		Significance level
		Calculated	Tabulated	
<i>Psychological well-being</i>	61	0.69	0.33	0.01
<i>Academic aspiration</i>	61			

As shown in table 3. a highly positive correlation between psychological well-being and the academic aspiration of the female- students at the Kindergarten Department was found.

Conclusion

Develop guidance programs to make college students more aware of the importance of the psychological well-being for all people and how it affects their future life. Professors and professionals should create workshops and training courses for university students to raise their awareness about the importance of aspiration and ways to reach their goals, following deliberate scientific methods.



Proposals

Develop a study on psychological well-being and its relationship to satisfaction with life for female- students of the Kindergarten Department. Develop a study on academic aspiration and its relationship to the prediction of a meaningful life for female- students of the Kindergarten Department.



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Appendices

Appendix (1)

Names of expert professors (Trustees)

No.	Names of expert professors	Place of work
1	Prof. Altaf Yassin	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
2	Prof. Amal Dawood Saleem	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
3	Prof. Khawla Abdel- Wahab	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
4	Prof. Doha Adel Mahmoud	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
5	Associate Prof. Elham Fadel	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
6	Associate Prof. Raghad Shakeeb Rashid	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
7	Associate Prof. Mayada Asaad	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.
8	Assistant lecturer. Samar Ghani Hussein	University of Baghdad, College of Education for Girls, Department of Kindergarten Teaching.

Appendix (2)

Tools of measuring psychological well-being and academic aspiration for students of the Kindergarten Department in their final form

*University of Baghdad
College of Education for Girls
Department of Kindergarten Teaching
Dear female- student,*

The researcher aimed at conducting a research on "psychological well-being and its relationship to the academic aspiration of the female- students of the Kindergarten Department". So you, as the target of this research, have to answer the items of the two scales by making a checkmark in front of the item that applies to you Thanks for your cooperation and your contribution to the field of scientific research.

Note that psychological well-being is defined as: a set of behavioral indicators that indicate the individual's high levels of life satisfaction. (Ryff, 1989 : 10)

Academic aspiration is defined as: the level an individual wants to reach or feels able to reach while working to achieve his life goals and perform his daily work . (Abdel-Fattah, 1984 : 11)

The researcher

Psychological well-being scale

No.	Items	Strongly agree	Somewhat agree	Strongly disagree
1	I voice my opinions, even when they are in opposition to the opinions of most people.			
2	I judge myself by what I think is important, not by the values of what others think is important.			
3	I have confidence in my own opinions, even if they are different from the way most other people think.			
4	Feeling happy by myself is more important to me than being appreciated by others.			
5	I have to manage my personal and financial affairs in a good way.			
6	I change my behavior and my way of thinking to get things done.			
7	I can develop my own lifestyle to be much in line with what I like most in my daily life.			
8	I suffer from psychological stress due to my inability to continuously perform my work.			
9	I think it is important to have new experiences that challenge how I think about everything.			

10	I feel satisfied when I think about what I've done in my life.			
11	I am not interested in activities that enhance and extend my experiences and knowledge.			
12	I don't want to try new ways to do things, as my current life is going well.			
13	Most people see me as loving and affectionate.			
14	I always enjoy chatting with my family and friends.			
15	People would describe me as a giving person, willing to share my time with others.			
16	I trust my female-friends, and I know they also trust me.			
17	I work hard and endure a lot to achieve my plans.			
18	I always focus on the present. I live my life day by day.			
19	I do not have a clear good feeling that directs me towards what I should do and what I should strive to achieve in life.			
20	I have a clear-cut orientation and specific goals for my life.			
21	I made some mistakes in the past, but I think everything worked out so well.			
22	When I compare myself to my friends and acquaintances, I feel satisfied with my life.			
23	I feel like many of the people I know have gotten more out of life than I have.			
24	My attitude about myself and self-esteem are not probably as positive as most people feel about themselves.			
25	Often, I wake up feeling disappointed about my achievements in life.			

Academic aspiration scale for female- students of the kindergarten department

No.	Items	Strongly agree	Somewhat agree	Strongly disagree
1	I'd rather prefer to have a job than continue my studies.			
2	My family gets upset if I fail.			
3	University is the best place to display my future thoughts.			
4	I believe that education is of no significance to society.			
5	I am satisfied with my academic level of study.			
6	I work hard to achieve academic success.			
7	I'm looking forward to conducting a scientifically important study.			
8	I despise the female- student dropping out of school.			
9	I believe that my mental potentialities do not allow me to think about continuing my studies.			
10	I would like to present the best research work in the department.			
11	I would like to enroll in postgraduate studies to obtain a higher level of education.			
12	I greatly have confidence in myself for achieving what I am seeking.			
13	I strive to follow the model of successful great personalities in various areas of life.			
14	Failure in certain exam does not undervalue my academic aspirations.			
15	I'm longing to have access to all the other college disciplines to enhance my store of knowledge.			
16	I like to watch and hear life stories of scholars, heroes, celebrities and leaders.			
17	It is difficult for me to decide what to do after successfully completing my college studies.			
18	I feel satisfied when answering the questions that my classmates can not.			
19	Achieving my aspirations is one of the most important goals of my life.			



20	The successful person is my favourite one.			
21	I look forward to joining several jobs in the future.			
22	My academic success is the supreme goal of my life.			
23	University study encourages me to achieve my academic goals.			
24	I hope to become an important figure in society.			
25	I get upset when I hear my classmates talk about our studies.			