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Positive academic feelings among the students of the kindergarten department

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Abstract---The current research aims to identify the positive academic feelings of the students of the kindergarten department, and for the purpose of achieving the goal of the research, the researcher used the descriptive approach to achieve the goal of the research and for the purpose of conducting the statistical analysis of the positive academic feelings scale, a sample consisting of (300) female students from the kindergarten department was selected. In a random manner from the stages (second - third - fourth), the researcher built a scale of positive academic feelings and extracted the psychometric properties of the scale and the use of statistical indicators. The research reached results, including that the students of the kindergarten department are characterized by positive academic feelings. Results The researcher recommended a set of recommendations and suggestions.

Keywords---academic feelings, kindergarten department, positive academic.

Research problem

Negative feelings affect all components of the personality. If these feelings are reduced among students, it may have an impact on their education and consequently poor achievement and difficulty of excelling, as well as weakening their ability to overcome the difficulties they face, and weakening their ability to make appropriate decisions. Also, students who have negative academic feelings are more likely to give up, and thus the difficulty of being able to Setting correct goals for the future. Gilman, R. & Ashby, J. S. 2003: 677) Negative feelings also raise heart rate and pressure. And all of these negative feelings may lead to many physical and psychological health problems, including high blood pressure, lack or lack of psychological flexibility in Dealing with difficult events, as well as other

social and educational problems. While positive feelings work to calm it, they act as a reset point for negative feelings, as it turns out that positive feelings have the ability to increase the psychological flexibility of the individual (Fredrickson, 2008:27-28), as a study (Bondarenko, 2017) confirmed that positive feelings have a clear impact on the results of Learning in different ways, on achievement motivation and cognitive activity, and high results of experimental tasks and academic achievement, while negative feelings lead to a decrease in the level of cognitive activity, and a low level of achievement motivation and thus contribute to achieving low learning results (Hussain, 1987: 109)

The importance of the research

Positive emotions serve multiple functions, and play a role in helping individuals achieve positive results and long-term benefits in various fields (such as work, physical health, personal relationships) and also have the ability to change the course of the individual's mind, as her work does not include only changing thoughts. Negative to positive, but also changes the scope or limits of the mind, and has strong positive effects on the behavior of the individual, including positive thinking, where the individual thinks in a different way, more positive when they are happy compared to their state when they are sad and depressed. Social competence and a willingness to solve their problems in better ways (Al-Bari, 2016: 412)

resources; These resources may be: psychological (optimism, a greater sense of identity, and the development of flexibility), intellectual (improving the ability to learn new information, enhancing problem-solving skills, and social (enhancing interaction, helping to increase communication with others, It encourages a spirit of cooperation, materialism and is represented by (improved strength, increased coordination, and cardiovascular health. These resources nourish each other (Fredrickson & Joiner, 2001; 172:175) And that positive academic feelings have a significant impact on students' brains in ways that increase their awareness, memories and interest; It helps them get more information and put into consideration many ideas at one time. And they understand how different ideas relate to each other: (Branigan & Fredrickson, 2005:25)

The results of previous studies indicated that university students enjoy positive feelings, including the study (Jassim, 2017) and it was also indicated that they are optimistic and that there is a statistically significant relationship between positive feelings, optimism and pessimism, while the study (Mohammed 2019) indicated that there is a clear link to academic feelings. Positive according to the variables of the type of study in favor of masters and gender, and it was in favor of females, and the humanitarian specialization

Al-Olayani study (2021) indicated that there is a medium level of positive emotions, a high level of goal orientations, and a positive direct and statistically significant relationship between positive feelings and goal orientations, while Villavicencio & Bernardo (2013) study indicated that positive academic feelings lead to positive evaluations. To the value of the task, which leads to the strengthening of positive links between motivational cognitive variables After reviewing the previous studies and the theoretical frameworks in which the

two researchers reviewed. It turns out that "positive feelings" represent the most important elements in expanding the individual's perceptions, and increase the chance of generating ideas and actions of an exploratory nature, as these feelings will be the basis for building permanent future repertoires that will be a tributary to his ideas and success

Research Objectives

The current research aims to identify. Positive academic feelings among the students of the Kindergarten Department: Positive academic feelings among the students of the kindergarten department according to the variable of the study stage (second - third - fourth)

Search limits

The current research is determined by the students of the Kindergarten Department, Al-Mustansiriya University, College of Basic Education for Morning Studies, for the academic year (2021-2022). Academic level (second, third, fourth.

Define terms; academic positive

Frederickson (Frederickson, 1998): A state of feeling in the individual that leads to physical and psychological changes that affect behavior, and is positive stimulating emotions represented by (enjoyment of tasks; satisfaction; hope, and love) (Frederickson, 1998: 22)

Theoretical definition of positive academic feelings. positive academic emotion

The researchers adopted the theoretical framework adopted for (Fredrickson, 1998), so the theoretical definition of (Fredrickson, 1998) was adopted

Procedural definition:

The total score obtained by the student (respondent) through her answer to the items of the academic sentiment scale, which the researchers will prepare for the purposes of scientific research Fredrickson's Expansion and Construction Theory: Fredrickson, 1998), which explains positive academic feelings According to Fredrickson, this theory states the ability of positive emotions (such as joy, pride, contentment, optimism) to expand the capabilities and talents of people based on intellectual abilities: represented by the set of thoughts and actions that come to mind, and physical, psychological and social abilities, in contrast to negative feelings that provoke behaviors Sharp, immediate, and survival-oriented, while positive emotions expand the field of vision, decision, and behavior alternatives (Fredrickson,1998:300)

It posits that an individual's experience of positive emotions can expand awareness, exploratory ideas, and build personal skills and resources over time (Fredricksons, 2001:218-226) Fredrickson also views some emotions (pride, interest, pleasure in the task, hope, pride, gratitude, etc.) as feelings that lead to personal growth and prosperity, and discovering any of these feelings is enough to explain why we care, allowing us to be more open, accepting and flexible. (Fishbach et al, 2010:14), and it also has some positive psychological and social

effects, which are increased productivity, independence, increased self-confidence, high self-esteem, increased creative production, reduced stress, better decision-making, and reduced feelings of stress. And the individual's satisfaction with himself and with life, and thus reflected positively on the individual's level of ambition, motivation towards achievement, and the ability to face challenges. (Feldman 2013)

Areas of Frederickson's Expansion and Construction Theory:

1. Enjoyment of tasks: It is the person's feeling that he is at home and enjoys the task he is doing, and he feels happiness and joy when it is accomplished. (Fredrickson, 1998:25)
2. Pride: It is a feeling that expands by creating a desire to share and achieve results with others and envision greater achievements in the future. (Fredrickson, 2001: 220)
3. Hope: It is a person's willingness or preparation that is directed towards a goal or desire that he aspires to and expects to reach and succeed in (Fredrickson, 1998:22) Satisfaction: It is a feeling represented by the desire to taste the
4. circumstances of life and to integrate these conditions into new views of the self and the world. Fredrickson, 2001: 219 220)

Research Methodology and Procedures

Research Methodology: In this research, the researchers adopted the descriptive correlative approach based on monitoring and analyzing what is available

Research community: The current research community consists of students from the Kindergarten Department at Al-Mustansiriya University, College of Basic Education for Morning Studies for the academic year 2021/2022, and their number is (602). The number of female students in the third stage was (126), and the number of female students in the fourth stage was (105)

Research sample: The current research sample was chosen from the original community, as the sample amounted to (300) students from the kindergarten department and from the three stages (second, third and fourth) equally. The first stage was excluded due to the delay in their admission to the college

Research Tool

Positive Academic Sentiment Scale Procedures for building a positive academic sentiment scale Defining the concept of positive academic feelings The researchers determined the theoretical definition of the concept of positive academic feelings according to Fredrickson's theory.

Determine the areas of the scale

Through reading and reviewing the theory, its fields were limited to four areas:

1. Enjoyment of tasks: It is the person's feeling that he is at home and enjoys the task he is doing, and he feels happiness and joy when it is accomplished. (Fredrickson, 1998:25)

2. Pride: It is a feeling that expands by creating a desire to share and achieve results with others and envision greater achievements in the future. (Fredrickson, 2001: 220)
3. Hope: It is a person's willingness or preparation that is directed towards a goal or desire that he aspires to and expects to reach and succeed in. (Fredrickson, 1998:22)
4. Satisfaction: It is a feeling represented by the desire to taste the circumstances of life and to integrate these conditions into new views of the self and the world. , (Fredrckson, 2001, 2019 : 220)(

Drafting the scale items

After the positive academic feelings were defined and the fields were identified, the researchers formulated (60) paragraphs. In front of each paragraph there are five alternatives (always, often, sometimes, rarely, never). These alternatives were given grades (1,2,3,4,5) for the paragraphs. Instructions were set for an answer and it was verified that it was understandable and clear to the respondents, and that the average time to answer the scale was (5) minutes.

Paragraph analysis: The researchers analyzed the paragraphs in two ways:

The logical analysis of the paragraphs

In order to identify the validity of the paragraphs, the researchers presented the scale in its initial form (an appendix), which is (60) items, with a definition of positive feelings and a definition for each of its fields, answer alternatives, weights, and instructions to a group of experts and specialists in education, psychology and kindergartens, and they were asked to express their opinions Regarding the validity of the paragraphs, their formulation and clarity, and the extent to which they are related to each dimension of positive academic feelings, it became clear that the number of valid paragraphs reached (49) because the calculated chi value is greater than the tabular chi value of (3,84) at the significance level (0.05) and the degree of freedom (1) (11) paragraphs were excluded due to the lack of approval by the experts

Statistical analysis of paragraphs

Paragraph analysis for the purpose of examining the responses of individuals to each item of the tool. The items were analyzed using the following methods:

- A- Calculating the discriminatory power of each paragraph:

For the purpose of achieving this, the scale was applied to a sample of (300) female students who were selected randomly. 81) and 27% of the scores are called the lower group whose size is (81), and this is the best percentage to determine the number of members of the upper and lower groups in large samples with a normal distribution, according to what was determined. Then (Anastasi, 1976, 208), the researchers used the t-test for two samples. Two independent tests to test the significance of the statistical differences between the average scores of the upper and lower groups for each of the (49) items of the scale, and the discriminatory power of the items ranged between (4,696 - 11,265). Compare it to the tabular value of (1.96)

B - Indicators of construction validity paragraphs

1. Correlation of the paragraph's score with the total score of the scale
 Statistical treatment after using Pearson's correlation coefficient showed that the correlation coefficients for all items are statistically significant at the level (0.05) and with a degree of freedom (298) equal to (0.1113), and the correlation coefficients ranged between (0,320 - 0.641). It is clear from this that all the values of the correlation coefficient The degree of the paragraph in the total degree was statistically significant when compared with the critical value of the correlation coefficient of (0,113)
2. Correlation of the degree of the paragraph with the total degree of the field to which it belongs: The Pearson correlation coefficient was used to extract the relationship between the degree of each paragraph of the scale (positive academic feelings) and the total degree of the paragraphs of the domain to which the paragraph belongs. - 0.759) and that it is statistically significant when compared to the value of the critical correlation coefficient of (0.113), which means that the paragraph measures the same concept that measures the total score.
3. Correlation of the domains of the academic sentiment scale with each other (the correlation matrix). The Pearson correlation coefficients were calculated between the four domains of the scale, and it was found that all the internal correlations, whether the domains correlate with each other or their association with the total degree of positive academic feelings, are all statistically significant at the level (0.05), and this indicates the validity of the construction.

A. Apparent Validity

This type of Validity was achieved when preparing the scale

B. Stability

The researchers adopted two methods for calculating stability

Test - Retest

Where the researchers applied the test and reapplied it on a sample of (50) female students, with an interval of fifteen days, and Pearson's correlation coefficient was used to extract the correlation between the scores in the two applications, which amounted to (0.841 (Facronbach internal consistency coefficient: The stability coefficient was reached by this method (0.885)

Research Results

The first objective: to know the academic feelings of the students of the kindergarten department. To achieve this goal, the researchers applied the positive academic sentiment scale consisting of (49) items to the research sample consisting of (300) female students, where the results were as shown in Table (1)

Table 1 The results of the T-test to know the academic feelings of the students of the kindergarten department

concept	Sample volume	SMA	standard deviation	hypothetical mean	degree of freedom	T value		Indication level 0,05
						calculated	tabular	
academic feelings	300	210,856	22,962	147	299	48,168	1,96	Function

*The tabular t-value at a significance level of (0.05) and a degree of freedom (299) equals (1.96)

It is clear from Table (1) that the calculated t-value of (48,168) is greater than the tabulated t-value of (1.96), which indicates that there are statistically significant differences between the mean scores of the sample and the hypothetical mean of the scale, and this difference is in favor of the mean scores of the sample, which refers to The students of the kindergarten department are characterized by positive academic feelings. This is consistent with the study of Jassim (Jassim, 2017), the study of Al-Ani (Al-Ani, 2019) and the study of (Villavicencio & Bernardo, 2013).

The researchers explain this result: According to Fredrickson's theory (2002), positive feelings expand the awareness and awareness of individuals and develop mental abilities through ideas and talents. With academic tasks, pride in the achievements you achieve, feeling love towards the environment, and thus dealing positively with life circumstances, and expressing positive feelings before or during these stressful situations helps to deal with negative feelings, as Fredrickson indicated that positive feelings improve the awareness of self-efficacy of the individual and make him It deals with the circumstances and changes of life, and it will direct the individual's attitude in a positive direction .The second objective: to know the significance of the differences in the academic feelings of the students of the kindergarten department according to the variable of the academic stage .To verify the current goal, the researcher calculated the arithmetic averages and standard deviations for each of the academic stages, where the results were as shown in Table 2.

Educational level	the number	SMA	standard deviation
the second	105	213,914	24,459
the third	95	210,252	201,103
the fourth	100	208,220	23,725

In order to identify the significance of the differences between the calculated averages, the researcher used a one-way analysis of variance, where the results were as shown in Table (3).

Table 3 The results of the one-way analysis of variance to find out the significance of the difference in academic feelings according to the variable of the study stage

Contrast source	sum of squares	degree of freedom	Mean squares	Calculated qualitative value	Indication level 0.05
between groups	1711,511	2	855,756	1,630	not significant
within groups	155939,325	297	525,048		
for total	15765,837	299			

*The tabular value at the significance level (0.05) and the degree of freedom (2-297) equals (3.01).

It is clear from Table (3) that the quantitative value calculated for the significance of the difference between the averages is less than the tabular t value, which indicates that there are no statistically significant differences in the academic sentiment variable according to the variable of the academic stage among the students of the kindergarten department, and this indicates that there is no variable for The stage affected the positive academic feelings, meaning that the period the students spent in university studies did not affect the positive academic feelings.

The researchers explain this: that the conditions that the country is going through in terms of the unstable economic and political situation, fluctuations in all aspects of life, and the instability of the health situation resulting from the Corona pandemic have led to the accumulation of negative feelings of anxiety, fear, sadness and insecurity, and this has nullified the effects of positive feelings, as according to the theory Which was adopted by the researcher in studying positive academic feelings, which is the theory (Fredrickson, 2002), which confirmed that negative feelings lead to preventing the expansion of the individual's mental, psychological and social repertoires and experiences, narrowing attention and cognition, as well as leading to a decrease in the level of cognitive activity, a decrease in the level of achievement motivation and achieving personal and academic prosperity Negative feelings also weakened the ability to increase the psychological flexibility of female students, and as a result this led to the failure to develop positive academic feelings during the stages the female students went through.

Recommendations

Based on the results of the current research, the researchers recommend the following:

1. The curriculum developers for the preparation of kindergarten teachers must include positive academic feelings.
2. The counseling units in the faculties of basic education should hold seminars, workshops and training courses to train the students of kindergarten departments on positive academic feelings.

Suggestions

1. Conducting a research to find out the contribution of parental treatment methods to the positive academic feelings of the female students of the Kindergarten Department.
2. Conducting a study to find out the relationship between positive academic feelings and ways of thinking among female students of the Kindergarten Department

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