The behavior towards the target and its relationship with psychological resilience in students of the kindergarten section

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RESEARCH ABSTRACT

The present research aims to identify the relationship between the behavior towards the target and its relationship with psychological resilience in students of the kindergarten section.

The current research is determined by the Section of Kindergarten in (Mustansiriya University / College of Education) for the academic year 2020-2021 The morning and evening study.

In order to achieve the current research objectives, the researcher has adopted a scale (Taha, 2019), the number of its paragraphs was finalized (21) paragraph, the researcher built the psychological resilience measure, with the final number of paragraphs (26) paragraph, their Psychometric characteristics have been confirmed by the spiced and applied to a sample of 339 students, they were randomly selected from the Kindergarten Section (college of Basic - Mustansiriya University), for the academic year (2020-2021).

RESEARCH PROBLEM :

The orientation towards the goal and its ambiguity among students can cause a decrease in the level of academic achievement, an increase in the repetition rate, a feeling of despair and loss of hope, because they are unable to achieve the goals that they aspire to achieve (Zaghloul et al., 2015, 539)

Therefore, the deterioration of academic achievement and the low level of motivation trends towards knowledge and learning may cause a lack of attitudes towards achieving goals and a weak desire for learning and achievement (Radhy, 2015, 129)

Psychological resilience has an important role in determining the abilities of individuals to adapt to situations, circumstances and difficulties they face in life, and that a psychologically correct person is one who has emotional balance and is the one who can control his emotions with high resilience and express them according to the nature of the situation, and that helps the individual to face life circumstances and their crises, and he is not disturbed or collapsed in the face of the pressures or difficulties facing him (Al-Rayyan, 2006, 13).

The problem of the research lies in the search for the relationship between goal orientation and psychological resilience, which is an important part of the student's personality, which is the project of the kindergarten teacher in the future, and this topic is of great importance as she is responsible for caring for future generations. This study came to reveal the answer to the following question:

Is there a relationship between goal-oriented behavior and psychological resilience among female students of the kindergarten department?

Importance of the research:

Goal orientation is considered as the cognitive guide for students to accomplish academic tasks to achieve better learning, which requires students to improve their skills, knowledge and ways of thinking through the quality of participation in educational tasks, This requires the student to develop patterns of motivational thinking that contribute to self-reliant learning, as well as observing the student while performing the educational task in order to think about the reasons behind his pursuit of learning, as a student who works to obtain high grades is likely to participate In a process of thinking and different behaviors to compete with others in learning something new or improving certain skills. (Mattern, 2005,29)

The importance of the subject of psychological resilience, which is one of the most important topics that have received the attention of researchers in the field of psychological sciences in the Arab community, so psychological resilience is the ability

to get rid of the negative impact of adversity, crises and stressful conditions (Arabiya, 2018, 8).

Therefore, the importance of resilience increased widely during the previous stage as an urgent need that leads to more health outcomes, as all students face stress, conditions and tragedies in their environment (Goldatein, 2008,1).

Research objectives: The current research aims to know:

- The goal-oriented behavior of female students of the kindergarten department.

2- The psychological resilience of female students in the kindergarten department.

3- The relationship between goal-oriented behavior and psychological resilience of female students in the kindergarten department.

Research limits: The current search is determined by:

Human limits: female students of the kindergarten department.

Time limits: 2020/2021 academic year.

Spatial limits: Al-Mustansiriya University / College of Basic Education.

Scientific limits: The Goal-Oriented Behavior Scale and the Psychological Resilience Scale.

Defining terms:

First: Goal-oriented behavior which defined by:

- Ames (1984): It is an integrated pattern of beliefs that influence behavioral outcomes represented in different ways that the individual can use them in the completion of his activities (Ames, 1984, 35).

- Nicholls (Nicholls, 1989): Different perceptions of success and different reasons for moving towards and absorbing the achievement activity (Nicholls, 1989,328).

Second: psychological resilience known by:

Rutter, 1979) is the ability of the individual to overcome adversity and difficulties, get rid of pressures, and overcome obstacles and disadvantages (Jordan, 1992,19)

- Fahjan (2010): is the ability of individuals to face various life pressures and their challenges and the ability of individuals to interact socially with others (Fahjan, 2010, 87).

Chapter Two: A theoretical framework and previous studies:

First: goal-oriented behavior

(1999, Gables & McGregor EIIiot) worked on classified types of goals based on three trends in goal orientation:

A- Learning objectives - mastery: the individual focuses in this direction on developing his self-efficacy and improving skills in the learning process, uses self-regulation methods at a high level, and considers the problems facing him in the learning process as a challenge that raises his motivation and activity and exerts his full effort in that.

B - performance goals - audacity: in which the focus of the individual is to show his capabilities and competence in comparison with others, in order to show his superiority over them, and he is aware of his efficiency in a high way,

C- Performance goals - reluctance: In this direction the individual avoids showing incompetence in front of others, realizing his efficiency in a low manner, and is characterized by postponing the tasks and duties entailed by him. (EIIiot, 1999, 34)

The following is a presentation of theoretical models explaining the concept of goal orientation

First - Nicholls' model (1984, Nicholls): Nicholls indicated that goal orientation is a cognitive dynamic pillar that enables the individual to integrate into different tasks, as different trends lead to a variation in the individual's interpretation of achievement positions and integration into it, Nichols believes that goal orientation is a cognitive guide for the processes associated with achievement, as well as a key determinant of the outcomes of learning situations, as the main goal of the individual in the context of achievement is to achieve his desire and ambition in order to identify high levels of competence for the purpose of reaching achievement, Likewise, the goal of the individual's achievement behavior is mastery, and individuals differ in the interpretation of ability or mastery, as a result of their goals may be relatively unstable (1984. 332, Nicholls). This Nicholls referred to two dimensions of goal orientation, namely:

1-Orientationtowards involvement in the Task: in which the individual concentrates his effort on being able to learn according to subjective standards, that is, individuals who see that effort and ability are two things that are not separate, they make an efforts to be able to work, they develop their own capabilities and develop them in light of the exerted effort, and the orientation towards integration in the task is cooperative and not competitive, as increasing mastery is an end in itself and is highly motivated by

those with an orientation towards the objectives of the mission (Nicholls, 1990,112)

2-Orientation towards integration in the ego: Those with this dimension focus on integration into the ego or the integration of the self, and this means that the effort and ability are separate, as individuals evaluate their capabilities in light of external standards, and they are highly capable when they perform the work successfully Without the need for more effort and mastery, and this arises when those with an orientation towards goals of the ego (Nicholls, 1990, 115).

Second - The Ames model (1984, Ames): that the orientation towards the goal among individuals consists in the use of different methods for the purpose of integrating into the attitudes of achievement, it focused on orientation towards the goal in the classroom environment rather than the framework of the school environment in general, and also emphasized that the individual attributes the causes of success and failure to the extent of the group's influence in explaining the emotional response to success and failure, as the influence of group or individual and competitive action in the classroom educational environment leads to different perceptions and goals for achieving those goals that affect individuals' translation of their feelings about success and failure (Ames486: 1984).

Second: psychological resilience:

Psychological resilience is a feature that includes behaviors, ideas, beliefs, and actions that can be taught and developed by anyone, a mature resilient personality has the ability to adapt and deal with different life conditions, especially with situations that carry unpleasant winds at times, such as emotional shocks or material losses, these situations need resilience, and the characteristic of resilience is due to the dynamic of the individual supported by positive thinking, dialogue and good interaction with others, and projecting a characteristic or trait of psychological resilience on someone, it does not mean that such a person does not suffer from difficulties or pressures, emotional pain and sadness are common symptoms among people who suffer from severe hardships or pitfalls in their lives. In fact, the path to psychological resilience includes a lot of distress and suffering, because life is not a pleasant excursion, and it is not at the same time, it's just hardships and obstacles. (El-Khatib, 52, 2010)

Factors of psychological resilience:

-The ability to form realistic social relationships and positive communication with others.

-The ability to tame strong emotions and impulses.

- A positive outlook on oneself and confidence in capabilities through real perception of them and the events around them.

-The ability to develop realistic plans, make decisions, and implement the necessary procedures to solve problems and face life's pressures. (McMillanet, 1992,412)

(Theory, Adler): Adler assumed the existence of four basic ways of life that people adopt to deal with problems (the dominant pattern, the adopted pattern, the avoidant pattern, and the socially distinguished pattern),Psychological resilience, based on Adler's point of view, depends on the extent to which the individual changes his lifestyles according to the developments in reality and the social interest in order to bridge the gaps of his deficiency in order to achieve higher levels of psychological growth and adaptation to social reality (Redha 2008: 90)

Theory of Eric Erickson: Eric Erickson's point of view in the development of personality and its integration through what he called the crises of life, which is a problem of gradual and escalating adaptation, and this adaptation is achieved whenever the resilience of dealing with reality, which can be called psychological resilience (Mahfouz, 2005, 66)

According to the principle of epigenetics, each stage of growth for Ericsson has its own life tasks, and success or failure in achieving this has an important effect on growth in the following stages. Much of Erikson's work can be viewed as a description of social and historical power that affects the strength, resilience, or weakness and rigidity of the ego, the effects of society on the person are the center of personality development and the differences in cultural variables are important and lead to differences in the behavior of adults. Different groups have different methods of raising their children. Thus, the method of parenting in the family and social models through the stages of psychological and sexual development play an important role in the formation of the ego (Sini, 2000: 26).

Chapter Three: Research Methodology and Procedures:

Research Procedures: The researcher followed the descriptive survey method, due to its suitability for the objectives of the current research.

Research community: The research community means the total group with the elements that the researcher seeks to generalize the results of his research on (Odeh, 1998, p. 159), and the current research community consisted of students of the

Kindergarten Department of the College of Basic Education - Al-Mustansiriya University for the academic year (2020-2021). The number of (721) female students are divided into four stages: (333)

female students for the first stage, (174) for the second stage, (104) for the third stage, and (110) for the fourth stage, and table (1) illustrates this.

Table (1): Preparing students of the kindergarten department for the academic year 2020/2021

S	Stage	Number of female students		Total
		Morning	evening	
1	First	303	30	333
2	Second	25	149	174
3	Third	49	55	104
4	Fourth	38	72	110
Total		415	306	721

- Research sample: The sample is intended as units of the community that the researcher chooses randomly to conduct his study on according to special rules in order to properly represent the community (Daoud and Abdel-Rahman, 67, 1990).

In order to achieve the objectives of the research in investigating the variables of goal-oriented behavior and psychological resilience of female students in the kindergarten department, the researcher selected a sample for her research as follows:

A- The sample of building the goal-oriented behavior scale and the psychological resilience scale (the statistical analysis sample): The sample of female students was chosen randomly from all stages of the Kindergarten Department (College of Basic Education - Al-Mustansiriya University) for the goal-oriented behavior scale (339) students and for psychological resilience (339)) A student from each stage in the Kindergarten Department (College of Basic Education - Al-Mustansiriya University), as shown in Table No. (2).

Table (2)

S	Stage	Number of students for the goal orientation scale	Number of students for the Psychometric Resilience Scale
1	First	100	100
2	Second	100	100
3	Third	100	100
4	Fourth	39	39
Total		339	339

Number of students (sample statistical analysis) for the measure of goal-oriented behavior and psychological resilience)

A- The final application sample: The sample of female students was chosen by the simple random

method, where (339) female students were randomly selected from the kindergarten department of the College of Basic Education, Al-Mustansiriya University, by (100) students from the first, second and third stages, and (39) students from the stage Fourth and Table (3) explain this.

Table (3): Preparing the female students (for the final application) of the measure of goal-oriented behavior and psychological resilience

S	Stage	Number of students
1	First	100
2	Second	100
3	Third	100
4	Fourth	39
Total		339

Research tools: First: A measure of goal-oriented behavior:

After the researcher reviewed the theoretical frameworks that dealt with goal-directed behavior, the researcher found that the (Taha, 2019) scale is one of the most appropriate measures of goal-directed behavior, and the scale was adopted for its ease of application and correction, clarity of its paragraphs, and its suitability for the age group.

Second: psychological resilience:

The researcher adopted the experimental, mental or logical approach in constructing the current scale, in support of the theoretical framework developed by the researcher.

Preparing scale instructions:

-The researcher developed the instructions for answering the psychological resilience scale in light of the following considerations:

-Simple, clear and direct language formulation.

-Emphasizing the accuracy of the respondent's choice of appropriate response alternatives for each of the scale paragraphs.

- Not disclosing the true purpose of the scale in order to overcome the problem of social desirability, that is, to falsify the answer in a way that makes individuals show themselves in a socially acceptable way.

It was emphasized that the answers are for the purposes of the current research only, and that no one except the researcher will see them, and that there is no need to mention the respondent by name.

Table (4)

S	Top group		Lower group		The computed T-value
	Average arithmetic	standard deviation	Average arithmetic	standard deviation	
1	4, 858	0, 504	3, 750	1, 012	9, 402
2	4, 902	0, 333	3, 521	0, 988	12, 960
3	4, 630	0, 658	3, 347	1, 021	10, 127
4	4, 782	0, 570	3, 521	1, 123	9, 594
5	4, 206	1, 172	3, 489	1, 199	4, 102

6	4, 826	0, 381	3, 250	1, 154	12, 636
7	4, 434	0, 868	2, 771	1, 205	10, 738
8	4, 804	0, 398	3, 206	0, 989	14, 367
9	4, 826	0, 434	3, 500	1, 010	11, 557
10	4, 782	0, 551	3, 369	1, 076	11, 207
11	4, 847	0, 417	3, 717	0, 975	10, 215
12	4, 902	0, 364	3, 673	0, 984	11, 220
13	4, 793	0, 503	3, 652	1, 010	9, 698
14	4, 793	0, 433	3, 510	1, 124	10, 212
15	4, 869	0, 369	3, 771	1, 017	9, 727
16	4, 869	0, 424	3, 434	1, 061	12, 032
17	4, 782	0, 625	3, 358	1, 227	9, 911
18	4, 826	0, 459	3, 500	1, 043	11, 160
19	4, 739	0, 488	3, 402	1, 148	10, 271
20	4, 826	0, 505	3, 543	1, 062	10, 453
21	4, 782	0, 509	3, 380	1, 025	11, 744
22	4, 619	0, 660	3, 587	1, 039	8, 043
23	4, 565	0, 816	2, 782	1, 107	12, 427
24	4, 293	1, 143	2, 978	1, 213	7, 565
25	4, 782	0, 487	3, 413	0, 985	11, 951
26	4, 858	0, 380	4, 021	0, 825	8, 836

The discriminatory power of the Goal-Oriented Behavior Scale paragraphs

It is evident from Table (4) that the calculated T-value for each of the scale paragraphs was statistically significant when compared to the tabular T-value of (1.96). This means that the scale paragraphs are well distinguished between the two extreme groups.

Correlation of the paragraph score with the overall score of scale (validity of internal consistency).

To find out the correlational relationship between the score of each paragraph and the total score of the scale as an internal criterion

The researcher used the Pearson correlation coefficient, where the results were as shown in Table (5)

Table (5): Evaluate the coefficient of correlation of each paragraph score with the total score of the Psychological Resilience Scale

Correlation coefficient value	Paragraph Sequence	Correlation coefficient value	Paragraph Sequence
0,598	14	0,527	1
0,559	15	0,609	2
0,580	16	0,466	3
0,564	17	0,511	4

0,603	**18**	**0,333**	**5**
0,589	**19**	**0,608**	**6**
0,604	**20**	**0,542**	**7**
0,628	**21**	**0,636**	**8**
0,429	**22**	**0,595**	**9**
0,543	**23**	**0,568**	**10**
0,411	**24**	**0,542**	**11**
0,597	**25**	**0,591**	**12**
0,451	**26**	**0,575**	**13**

It appears through the results listed in Table (5) that all values of the paragraph score correlation coefficient with the total score of the scale were statistically significant when compared to the critical value of the correlation coefficient of (0,098)

Chapter Four: Presentation and Discussion of Results

This chapter includes a presentation of the results reached in the current research according to its objectives after analyzing the data, and then the interpretation of these results as follows:

The first objective: To identify the goal-oriented behavior of female students in the kindergarten department: -

Table (6): The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical average of the goal-directed behavior scale

Variable	Sample volume	The arithmetic mean	standard deviation	Hypothesized mean	Degree of freedom	Indication level		T-valu
						Calculated	Tabular	0.0
Directed behavior	339	85,460	11,378	63	338	36,344	1,96	Significar

It is evident from table (6) that the calculated T value of (36,344) is greater than the tabular T value of (1.96), which means that there are statistically significant differences between the average scores of the kindergarten students on the goal-oriented behavior scale and the hypothetical average of the scale and this difference In favor of the average

grades of female students, this indicates that female students of the kindergarten department are distinguished by goal-oriented behavior.

2- The second objective / identifying the psychological resilience of female students in the kindergarten department:

Table (7): The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale

Variable	Sample volume	The arithmetic mean	standard deviation	Hypothesized mean	Degree of freedom	Indication level		Indicat le
						Calculated	Calculated	(
Psychological resilience	339	107,330	13,823	78	338	39,065	1,96	Significa

It is evident from table (7) that the calculated T value of (39,065) is greater than the T-value of (1.96), which means that there are statistically significant differences between the average scores of the kindergarten students on the scale of psychological resilience and the hypothetical average for the scale and this difference in favor of the average scores

Female students This indicates that the students of the kindergarten department are distinguished by psychological resilience.

Knowing the relationship between goal-oriented behavior and psychological resilience of female students in the kindergarten department.

Table (8)

Pearson correlation coefficient results to know the relationship between goal-directed behavior and psychological resilience and the results of the T-test

Variable name	Variable name	The value of the correlation coefficient between goal-directed behavior and psychological resilience	T-value		level of significance
			Calculated	Tabular	0,05
Goal-oriented behavior x psychological resilience	339	0,112-	2,069	1,96	Significance

It appears from the results proven in Table (8) that the value of the correlation coefficient for the relationship between goal-oriented behavior and psychological resilience among students of the kindergarten department was (-0,112). The tabular T, amounting to (1.96), which means that there is a weak inverse relationship between goal-directed behavior and psychological resilience among students of the kindergarten department, which means that the greater the psychological resilience of students of the kindergarten department, the weaker the goal-oriented behavior for them.

CONCLUSIONS:

In light of the results of the research, the researcher concludes the following:

1- Female students of the kindergarten department are distinguished by goal-oriented behavior.

2- Female students of the kindergarten department are distinguished by psychological resilience.

3- The existence of a weak inverse relationship between goal-directed behavior and psychological resilience among female students in the kindergarten department, which means that the more psychological resilience among students of the kindergarten department, the weaker the goal-oriented behavior for them.

Recommendations

In light of the results of the current research, the researcher recommends the following:

1. Emphasizing the role of the educational body in the kindergarten department by encouraging students to assert themselves and the independence of their opinions in order to avoid suggestions that arouse their emotions or make them unable to direct their own behavior towards their goals.

2. Emphasis on those in charge of the educational process at the university to guide female students and make them more faithful in their abilities and rely on themselves in choosing their goals in life.

The proposals:

In light of the results of the current research, the researcher suggests the following:

1. A similar study to the current study on other samples and compare its results with the current study.

2. A correlation study between psychological resilience and some personality traits among female students in the kindergarten department.

3. A correlation study between goal-directed behaviors with other variables that were not covered by the research, such as adherence to ethical rules, methods of parental treatment, academic achievement and achievement motivation.

4. A correlation study between psychological resilience and psychological stress among female students in the kindergarten department.

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