

# Psychological Harmony And Its Relationship To Meta Comprehension Among Students Of The Kindergarten Department

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## Abstract

The current research aims to identify psychological harmony and its relationship to Meta comprehension among the students of the kindergarten department. According to Brown's theory (2003, Brown), which consisted of (44) verbal paragraphs, the researcher verified the apparent validity of the psychological harmony scale and the consistency of its paragraphs, and calculated its stability by the re-test method, as the reliability coefficient reached (0.82), and by the (Alpha Cronbach) method. The reliability coefficient reached (0.90), and the researcher verified the apparent validity of the scale beyond comprehension and the consistency of its paragraphs, and calculated its stability by re-testing, as the reliability coefficient reached (0.83) and by the (Cronbach) method, where the reliability coefficient reached (0.90), and the researcher applied the two scales to The research sample amounted to (400) female students from the Kindergarten Department in the Kindergarten Department / College of Basic Education - Al-Mustansiriya University. this is The means (one-sample t-test, two independent samples t-test, Pearson correlation coefficient), the researcher found that the kindergarten students enjoy psychological harmony, and they have beyond comprehension, and there is a correlation between psychological harmony and beyond comprehension.

In light of the results reached in the current research, the researcher presented a number of recommendations and suggestions.

**Keywords:** psychological harmony, beyond comprehension, kindergarten students.

## Research problem:

Because today's world is significantly different from yesterday's world, which has become more complex and difficult, today's man finds himself, and his life is full of challenges, and problems that necessitate taking the necessary plans and strategies, setting goals, and knowing effective ways to live in them, in order to enjoy a peaceful and stable life. (Sane, 1987: 209).

The Kamakahi study (015) indicated that the weakness of psychological harmony and balance leads to an increase in the feeling of pressure and overload of life. Its system of values, judgments, cognitive beliefs, behavioral actions, and emotional emotions. People often care and are preoccupied with living in harmony and psychological balance between what they think and what they are, and this is what makes them determine their own

lifestyles, motivated to maintain them so that they do not drift towards contradiction and poor psychological stability (Komjakraphan,2015:6).

Contemporary educational writings are replete with a flow of updated terms that express rich concepts with connotations concerned with thought and the realization of the mind. Perhaps the most frequent of these are the concepts of knowledge and metacognition. Where the two concepts are contained in studies and research related to the process of teaching and learning in general, and in the field of curricula and teaching methods in particular (Obeid, 2004:3), and the concept of metacognition appeared in the field of cognitive psychology by John Flavel in the mid-seventies. Thinking metacognitive is one of its components (Al-Atoum, 207: 2004).

Specifically, the current research seeks to answer the following question: Is there a relationship between psychological harmony and beyond comprehension among female kindergarten students?

### **Research Importance:**

The importance of the current research appears from the importance of the university stage, which has its own character and special impact on the student's life, as it is a point for a new beginning in his life, and through which he sees many things, and through both increasing cognitive awareness, or through social openness, the student will be subject to new experiences. He did not live it before. However, university life cannot be limited to the academic aspect only, as it runs parallel lines with other aspects of life (Mahmoud, 2011:3).

Di Fabio (2018) indicated that by tracing the roots of the concept of psychological harmony in the literature, we find that the study of the concept of harmony on a large scale was in both Eastern and Western philosophies, in Western philosophy, the origin of the concept of harmony can be traced back to "Plato". (428

BC - 348/347 BC), referring to a number of opposites that ensure harmony between these categories and elements, harmony between the relative virtues that lead to the virtue of justice, and this virtue is understood as a state of balance and harmony. over all other virtues that exist in a virtuous person in his ideal state (Di Fabio, 2018: 127).

Perhaps the interest in studying students' awareness of their activities and thinking processes during the practice of reading comes in agreement, and supports what some of them see that reaching the student's level of awareness of what he has learned of science and knowledge alone will not be sufficient to reach the level of qualitative learning, and that the way to this requires that he have A degree of awareness of the strategies that were used to achieve that degree of comprehension of what has been learned and acquired information and data, and also awareness of the methods of brain processing of this information, which leads to reaching beyond the comprehension of these brain treatments (Rossana & Barbara, 2007: 36).

### **Research Aims:**

The current research aims to identify:

- 1 -Psychological harmony among the students of the kindergarten department.
- 2 -The significance of the differences in psychological harmony among the female students of the kindergarten department according to the grades.
- 3 -What is beyond the assimilation of the students of the Kindergarten Department.
- 4 -The significance of the differences in the beyond comprehension among the students of the kindergarten department according to the grades.
- 5- The relationship between psychological harmony and beyond comprehension among the students of the kindergarten department.

### **Research Limits:**

The current research is determined by the following:

-Human limits: Kindergarten students, for the four grades (first, second, third, and fourth), and for the two studies (morning and evening).(

-Time limits: for the academic year (2021/2022 AD.(

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

Scientific frontiers: psychological harmony, beyond comprehension.

### **Definition the Terms:**

#### **1- Psychological Harmony**

- **Kiel (Kjell, 2011):** “It is a continuous, non-temporary, dynamic process, harmonizing the various aspects and components of personality, which leads the individual to a sense of psychological control, excellence and well-being, as well as includes inner peace, and a sense of belonging to oneself” (Kjell, 2011: 260).

#### **2- Meta comprehension:**

- **Brown (Brown, 2003):** “It is the awareness of reading, solving problems, using self-correcting mechanisms by the reader, observing the reader for his understanding, and his awareness of strategies that facilitate the process of comprehension, that is, it is the knowledge of his understanding, the understanding of What does he understand, what does he need to understand, and what is the appropriate strategy to help him understand” (Brown: 23, 2003).

#### **Theoretical framework and ) (previous studies**

#### **First: Psychological Harmony**

#### **The origin of the name and definition of psychological harmony:**

This definition appeared in (1972) AD by the psychiatrist “Peter Sevnius”; Where this condition occurs through the problem of understanding and perceiving internal feelings, not realizing the reasons for feeling and failing to express, with very limited imagination and thinking, and high physical sensitivity, as well as difficulty communicating with and understanding others, and this condition may appear in neglected childhood, which parents do not care about Directing the child towards expressing his feelings, paying attention to them and asking about them, and emotional trauma plays a role in this condition, and weakens the link between feelings and the ability to express them.

This case has two main aspects: a cognitive aspect represented in the difficulty of perceiving and recognizing feelings, distinguishing and separating them, and an emotional aspect where difficulties arise in reaction, expression, feeling and imagination. Studies also show that (8%) of males become emotionally blind compared to (2%) of Females vary in intensity between mild, moderate and severe blindness. People with this disease suffer from the emergence of physical health problems; Because the lack of awareness of emotions and their lack of expression leads to them remaining imprisoned, and thus appearing in the form of physical pain (Tariq, 2020: 163.(

Reasons for lack of psychological harmony:

The inability of the individual to correct the emotion is what explains why some people with this condition are more willing to release the tension resulting from unpleasant emotional states by performing reckless actions, or compulsive behaviors, such as: binge eating, drug abuse, and deviation in the Sexual behavior, or anorexia nervosa, and failure to cognitively regulate emotions may lead to prolonged elevations in the autonomic nervous system, and neuroendocrine systems that can lead to somatic disease (Akasha, 2019: 87.(

## Theories and models that explain psychological harmony:

### -Marcus' theory (Markus, 1991): The culture and the self

People in different cultures have strikingly different interpretations of self and others and their interconnectedness, and these differences can be traced back to the nature of individual experience, including perception, emotion, motives, etc. In Asian cultures there are many distinct perceptions of individuality, but they share It emphasizes the basic relationship between individuals to each other, and the focus is on caring for others, commitment and harmonious interdependence with them. Their unique inner traits and their expression (R. Markus, H&Kitayama S, 1991:224.)

### -Kiel's model (Kjell, 2011-2018) psychological harmony in life (Harmony in life):

The literature on well-being has neglected and ignored the importance of psychological harmony in life, interdependence and psychological balance, and did not consider it to be a component of subjective well-being, and it also emphasized individual bias in empirical methods and procedures related to well-being (SWB) and happiness (Happiness), by overemphasizing the importance of centered aspects. On the self for well-being (including a heavy emphasis on life satisfaction (SWL), there is a bias in approaches and procedures related to well-being and happiness, for example, the importance of the selfish aspects of individuals in well-being is overemphasized, and systematic measures of well-being impose certain values on researchers, and limit respondents' ability to express themselves in relation to their psychological well-being (Kjell, 2018:36).

The two researchers adopted the model of Kjell (2011) in building the research tool (the

psychological harmony scale) in the current research.

### Second: Meta comprehension

The concept of meta-comprehension is one of the important cognitive theoretical formations in contemporary cognitive psychology, and this concept appeared at the hands of "Falafel", and it received tangible attention on both the theoretical and applied levels, and Brown made multiple applications to it in various academic fields, and reached Through these applications to the critical importance of the role of both knowledge and metacomprehension in effective learning (Al-Zayyat, 1996: 400).

### Theories behind assimilation:

**-Stipek theory: Stipek sees that meta-comprehension includes:** planning and goal setting, and it consists of two components: meta-comprehension strategy: which is the ability to use cognitive strategy to improve what he learns through goal-setting, planning and writing notes. Training, memory power, reasoning and prediction in controlling cognitive strategies, and meta-comprehension skills: Awareness of the learner's abilities, strategies and means of success to perform tasks effectively (Khadrawi, 2005: 515).

**-Brown's theory (Brown, 2003):** "Brown" identifies beyond comprehension by awareness and behavior, and the learner's awareness of his cognitive behavior during the educational task, including awareness of the goal and awareness of strategies that facilitate his learning, and treatment of any difficulties that appear, through the use of alternative strategies, and his ability On the practice of forms of review and self-control, and "Brown" emphasized that beyond comprehension represents the level of individuals' ability to understand, store and retrieve the information they acquire from their environment according to a mechanism that allows them the ability to deal with information smoothly, process it mentally, and the ability to

integrate it with their previous information about A specific topic, or situation, by relying on what the individual does in manifestations of metacomprehension (Brown, 2003: 173).

The researchers adopted Brown's theory (Brown, 2003) because it explains beyond comprehension cognitively and psychologically.

### **(Research Methodology and Procedures**

To achieve the objectives of the research, the researcher relied on the descriptive approach to suit the objectives of the current research.

### **First: The Research Society**

The research community represents all individuals, or elements who have similar observable characteristics (Melhem, 2005: 125), and the community is the largest total group on which the results of the study are supposed to be generalized (Al-Batsh and Abu Zina, 2007: 97), and it may represent a community Searching for female students of the Kindergarten Department / College of Basic Education / Al-Mustansiriya University / for the academic year (2021-2022), as shown in Table (1).

**Table (1) The research community is divided into classes**

class	number
first	260
second	174
Third	103
Fourth	92
Total	629

### **Second: Research Sampl**

In selecting a sample for her research, the researcher relied on the stratified random method, as the sample size was (400) female

students from the four classes, and represented (64%) of the kindergarten department community, as shown in Table (2).

**Table (2) Distribution of the sample members according to the stages**

class	number
first	150
second	125
third	80
fourth	45
Total	400

### **Search tools:**

In order to achieve the objectives of the research, it was necessary to adopt the psychological harmony scale and build a meta-comprehension scale in which all psychometric properties of honesty, stability and objectivity

are available. The following is a presentation of the procedures for preparing the tools:

### **First: the measure of psychological harmony**

Paragraph discrimination coefficient: It is the ability of the paragraph to distinguish between the upper group and the lower group, or the ability of the paragraph to distinguish between

students in terms of individual differences. The distinction (Abd al-Rahman, 2011: 198), as he defines it (Al-Manazil and Al-Atoum, 2010).

**Table (3) Calculated T-value for each item of the Psychological Harmony Scale**

Calculated T value	Upper group		Lower group		Paragraph sequence
	standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	
8.707	0.892	3.629	0.759	4.611	1
5.520	0.787	4.157	0.577	4.675	2
8.493	1.139	3.194	0.915	4.388	3
5.565	1.141	3.074	1.108	3.925	4
9.284	1.051	3.425	0.701	4.555	5
8.146	1.035	3.351	0.725	4.342	6
9.170	1.095	3.185	0.830	4.398	7
9.117	0.969	3.222	0.781	4.314	8
8.442	1.078	3.435	0.703	4.481	9
9.765	1.286	3.009	0.911	4.490	10
7.828	0.891	3.907	0.567	4.703	11
8.290	1.068	3.407	0.656	4.407	12
10.347	1.031	3.240	0.631	4.444	13
9.370	1.070	3.444	0.630	4.564	14
7.772	0.865	3.592	0.778	4.463	15
2.791	0.999	3.527	1.225	3.648	16
2.949	1.321	3.046	1.401	3.407	17
6.251	1.106	3.481	0.908	4.342	18
7.584	0.852	3.759	0.618	4.527	19
8.084	0.931	3.694	0.721	4.611	20
9.893	1.057	3.148	0.745	4.379	21
2.744	1.311	2.981	1.417	3.305	22
9.749	0.864	3.398	0.657	4.416	23
2.728	1.139	3.305	1.297	3.592	24
7.377	0.976	3.713	0.674	4.555	25
4.877	0.994	4.037	0.641	4.592	26
9.251	0.921	3.638	0.660	4.648	27
6.335	0.983	3.925	0.605	4.629	28
8.046	1.014	3.787	0.511	4.666	29

7.485	1.076	4.000	1.245	4.000	30
7.485	1.072	3.009	1.054	4.092	31
2.486	0.800	4.435	0.657	4.583	32
6.646	1.015	3.814	0.643	4.583	33
7.544	1.011	3.620	0.690	4.509	34
5.973	1.062	3.740	0.729	4.481	35
2.382	1.168	3.713	1.320	3.777	36
3.148	0.835	3.953	0.849	4.314	37
7.869	1.265	2.879	1.059	4.129	38
2.739	1.292	2.953	1.436	3.463	39
7.174	1.182	3.611	0.713	4.564	40
2.492	1.162	2.777	1.545	3.055	41
10.141	0.993	3.175	0.746	4.388	42

\*Tabular T-value at the significance level (0.05) and with a degree of freedom (214) equal to (1.96)

**B - Correlation of the paragraph's score with the total score of the scale:**

**Table (4) Correlation of the degree of the paragraph with the total degree of the psychological harmony scale**

Correlation coefficient values	Paragraph sequence	Correlation coefficient values	Paragraph sequence
0, 621	22	0, 711	1
0, 568	23	0, 333	2
0, 541	24	0, 221	3
0, 431	25	0, 527	4
0, 355	26	0, 516	5
0, 393	27	0, 614	6
0, 267	28	0, 437	7
0, 712	29	0, 601	8
0, 715	30	0, 693	9
0, 555	31	0, 769	10
0, 605	32	0, 740	11
0, 562	33	0, 401	12
0, 549	34	0, 734	13
0, 673	35	0, 789	14
0, 658	36	0, 470	15
0, 593	37	0, 737	16

0, 434	38	0, 527	17
0, 782	39	0, 595	18
0, 779	40	0, 678	19
0, 536	41	0, 785	20
0, 510	42	0, 505	21

**\*The value of the critical correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098).**

**Second: Meta comprehension**

**Steps to build a metacomprehension scale:**

**1 - Defining the concept of beyond assimilation:** By informing the researcher about the theoretical literature in general beyond assimilation, the researcher decided to build a scale that fits with the characteristics of the research sample and the Iraqi environment, and is consistent with the theoretical framework, so the researcher adopted a definition (Brown, 2003) for what Behind comprehension: “It is the awareness of reading,

solving problems, and the use of self-correction mechanisms by the reader, and it is defined as the reader’s observation of his understanding, and his awareness of the strategies that facilitate the process of comprehension, that is, it is represented in the understanding and comprehension of what is understood and understood. needs to be understood, and what is the appropriate strategy to help him understand” (Brown, 2003).

**Statistical analysis of the scale:**

**I -Distinguishing the paragraphs of the meta-comprehension scale**

**Table (5) Calculated T-value for each paragraph of the meta-comprehension scale**

Calculated T value	Upper group		Lower group		aragraph sequence
	standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	
10.006	0.803	3.700	0.553	4.644	1
7.081	0.877	0.7391	0.739	4.588	2
7.612	0.835	3.953	0.556	4.691	3
3.826	0.968	3.682	0.989	4.201	4
10.078	0.873	3.675	0.599	4.703	5
10.339	0.891	3.528	0.662	4.644	6
11.930	0.912	3.560	0.492	4.757	7
8.938	0.907	3.581	0.771	4.611	8
8.157	1.029	3.879	0.499	4.777	9
10.597	0.935	3.759	0.420	4.805	10
11.466	0.857	3.740	0.442	4.805	11
8.852	0.879	3.463	0.726	4.435	12



9.814	0.872	3.796	0.527	4.759	13
5.333	0.873	3.675	0.809	4.287	14
9.748	0.814	3.861	0.522	4.768	15
11.959	0.903	3.542	0.531	4.750	16
10.927	0.818	3.722	0.518	4.740	17
11.041	0.890	3.953	0.247	4.935	18
11.764	0.856	3.574	0.544	4.722	19
12.541	0.890	3.546	0.499	4.777	20
10.470	0.804	3.370	0.754	4.481	21
12.553	0.825	3.361	0.685	4.657	22
10.596	0.927	3.666	0.499	4.740	23
11.080	0.867	3.564	0.577	4.675	24
13.867	0.865	3.407	0.513	4.750	25
13.116	0.836	3.463	0.544	4.722	26
14.363	0.638	3.675	0.465	4.768	27
13.691	0.799	3.657	0.428	4.851	28
13.033	0.703	3.805	0.406	4.824	29
14.470	0.759	3.611	0.413	4.814	30
13.022	0.676	3.481	0.607	4.620	31
9.771	0.919	3.703	0.534	4.703	32
13.573	0.835	3.444	0.536	4.740	33
8.074	0.860	3.660	0.741	4.546	34
14.656	0.775	3.574	0.428	4.824	35
14.212	0.766	3.463	0.522	4.731	36
16.027	0.881	3.370	0.365	4.842	37
16.471	0.875	3.213	0.429	4.759	38
14.103	0.846	3.444	0.525	4.796	39
7.209	0.926	3.398	0.906	4.301	40
13.743	0.907	3.407	0.471	4.759	41
15.844	0.814	3.481	0.365	4.842	42
14.168	0.790	3.805	0.247	4.935	43
14.500	0.814	3.472	0.474	4.787	44

**Tabular T-value at the significance level (0.05) and with a degree of freedom (214) equal to (1.96)**

**Correlation of the paragraph degree with the total degree of the scale:** The researcher

used (Pearson correlation coefficient) to verify the correlation of the paragraph degree with the total degree of the scale, and Table (6) shows the value of the correlation coefficient of the paragraph degree with the total degree of the scale.

**table (6) Correlation of the paragraph score with the total score of the meta-comprehension scale**

Correlation coefficient values	Paragraph sequence	Correlation coefficient values	Paragraph sequence
0, 562	23	0, 479	1
0, 549	24	0, 417	2
0, 673	25	0, 567	3
0, 658	26	0, 534	4
0, 593	27	0, 484	5
0, 434	28	0, 467	6
0, 382	29	0, 521	7
0, 479	30	0, 401	8
0, 536	31	0, 334	9
0, 510	32	0, 389	10
0, 593	33	0, 470	11
0, 434	34	0, 337	12
0, 382	35	0, 527	13
0, 479	36	0, 595	14
0, 536	37	0, 478	15
0, 510	38	0, 385	16
0, 480	39	0, 505	17
0, 580	40	0, 431	18
0, 515	41	0, 549	19
0, 422	42	0, 673	20
0, 432	43	0, 658	21
0, 421	44	0, 593	22

\*The value of the critical correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098).  
(presentation, discussion and interpretation of results)

The first objective: to identify the psychological harmony among the students of the kindergarten department

**Table (7) T-test for the difference between the arithmetic mean of the scores of the sample as a whole and the hypothetical mean of the psychological harmony scale**

Significance level	T-value		Hypothesis mean	Degree of freedom	Standard deviation	Arithmetic mean	Sample
	Calculation	Tabular					

0.05	1.96	37.037	90	399	17.914	123.175	400
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The second objective: to know the differences in psychological harmony among the students of the kindergarten department according to the school stage

Table (8) The arithmetic means and standard deviation of the grade variable

Standard deviation	Arithmetic mean	Number	Grade
11,437	128,750	220	first
10,774	124,147	129	the second
10,463	124,242	66	the third
14,407	119,179	67	the fourth
12,034	125,570	482	total summation

Table (9) The results of the one-way analysis of variance to find out the significance of the differences in psychological harmony according to the school stage

Indication level (0.05)	Calculated qualitative value	mean squares	degree of freedom	sum of squares	Contrast source
Significant	13,224	1779,559	3	5338,678	between groups
		134,572	478	64325,424	within groups
			481	69664,102	total summation

Table (10) Scheffe test results for dimensional comparisons between grade averages

indication	Calculated Scheffe value	The difference between the averages	SMA	variable
Significant	3,629	4,602	128,750	First grade
			124,147	Second grade
not significant	4,544	4,507	128,750	First grade
			124,242	third grade
Significant	4,521	9,570	128,750	First grade
			119,179	fourth grade
not significant	4,933	0,095	124,147	Second grade
			124,242	third grade
Significant	4,912	4,968	124,147	Second grade
			119,179	fourth grade
not significant	5,622	5,063	124,242	third grade
			119,179	fourth grade

The third objective: to identify the beyond comprehension of the students of the kindergarten department

Table (11) T-test for the difference between the arithmetic mean of the scores of the sample as a whole and the hypothetical mean of the metacomprehension scale

Significance level	T-value		Hypothesis mean	Degree of freedom	Standard deviation	Arithmetic mean	Sample
	Calculation	Tabular					
0.05	1.96	31.666	180	399	34.054	233.920	400

The fourth objective: to identify the significance of the differences in the beyond comprehension among the students of the kindergarten department according to the variable of the class

Table (12) The arithmetic mean and standard deviation of the grade variable

Standard deviation	Arithmetic mean	Number	Grade
21.779	295.674	175	first
23.412	282.320	75	the second
25.347	285.160	50	the third
25.347	280.100	50	the fourth
25.440	289.085	350	total summation

Table (13) The results of the one-way analysis of variance to find out the significance of the difference in beyond comprehension according to the grades

Table value	Calculated qualitative value	mean squares	degree of freedom	sum of squares	Contrast source
2.61	8.696	5279.151	3	15837.454	بين المجموعات
		607.052	346	210039.974	داخل المجموعات
			349	225877.429	لمجموع الكلي

Table (14) Scheffe test results for dimensional comparison of mean differences

the fourth	Third	Second	the first		Class
15.574	10.514	13.354	-	The difference between the averages	the first

11.116	11.116	9.503		Scheffe critical value	
2.220	2.840	-		The difference between the averages	Second
12.524	12.524			Scheffe critical value	
5.060	-			The difference between the averages	Third
13.788				Scheffe critical value	
-				The difference between the averages	the fourth
-				Scheffe critical value	

The fifth objective: To know the relationship between psychological harmony and beyond comprehension among the students of the kindergarten department

Table (15) The value of the correlation coefficient between psychological harmony and Metacomprehension

Significance level	T-value		The value of the correlation coefficient between psychological harmony and beyond comprehension	Sample volume	Variables
	Calculation	Tabular			
Significant	1,96	4,472	0,20	482	Psychological harmony and Metaassimilation

### Recommendations:

In light of the results of the current research, the two researchers recommend the following:

- 1- Using the psychological harmony scale to diagnose its presence among the female students of the Kindergarten Department.
- 2- Directing the Ministry of Higher Education in universities to continue providing psychological, moral, social and educational

support to female students, in order to ensure the development of psychological harmony for them and not weaken them.

- 3-Directing the Ministry of Higher Education in the necessity of satisfying students' needs through the social and educational context to form positive beliefs about beyond assimilation.

4- Supporting a work environment that suits the requirements of the kindergarten students and supporting them to achieve psychological harmony and improve their abilities to face the physical and psychological pressures to which they are exposed.

5- There should be a competent authority concerned with positive psychology in the field of education and benefit from the experiences of other countries in this.

### **Suggestions:**

1- Conducting a similar study dealing with psychological harmony and its relationship to one of the variables (social memory, environmental adaptation, psychological well-being.)

2- Psychological harmony and its relationship to the habits of mind among female students of the Kindergarten Department.

3- Psychological harmony and its relationship to the royal thinking style among the students of the Kindergarten Department.

4- Psychological harmony and its relationship to crystallized intelligence among female students of the Kindergarten Department.

5- Beyond comprehension and its relationship to emotional regulation among female students of the Kindergarten Department.

6- Beyond comprehension and its relationship to the adaptation skills of kindergarten students.

7- Beyond comprehension and its relationship to mental limits among female students of the Kindergarten Department.

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