

Academic Passion And Its Relationship To The Reflected Glory Among Female Students Of The Kindergarten Department

Sarah Mohamed Abdel-Razzak¹, Prof. Dr. Eman Younis Ibrahim²

1- *Al-Mustansiriya University / College of Basic Education / Kindergarten Department*
sarahmohmad789@gmail.com

2- *Al-Mustansiriya University / College of Basic Education/ Kindergarten Department*
emanyounis274@gmail.com

Abstract

The current research aims to identify the academic passion and its relationship to reflected glory among female students in the kindergarten department. To achieve the study objectives, the two researchers built a scale of academic passion according to the theory of (Vallerand et al.,2003) which consisted of (50) verbal items and a scale. Reflected glory in this study is based on the theory of (Cialdini,1976) which consisted of (30) verbal items, the stability coefficient reached (50) followed the (Alpha Cronbach) method. As the stability coefficient reached (0.930), the researchers also verified the apparent validity of the reflected glory scale and the consistency of its paragraphs, and calculated its stability by the re-test method. The stability coefficient reached (50) and followed the (Vachronbach) method in which the stability coefficient reached (50).

The researchers applied the two scales to the research sample of (400) female students from the Kindergarten Department in the Kindergarten Department / College of Basic Education - University of Mosul.

The objectives of the current study are to employ many methods like (the t-test for one sample, the t-test for two independent samples, Pearson's correlation coefficient), the researcher concluded that the kindergarten students enjoy academic passion, and they have a reflected glory, and the lack of differences in the relationship between academic passion and reflected glory among the female students of the Kindergarten Department according to the academic grade.

In light of the results in the current study, the researchers made a number of recommendations and proposals.

Keywords: academic passion, reflected glory, female students of kindergarten Dept.

Research Definition

Research problem:

The personality of the individual consists of several aspects, the most important of which is the affective emotional side, which is related to his feelings. Academic passion is one of the components of this aspect, as this passion affects the life of the individual and his behavior in educational

situations, and determines for him a specific pattern of behavior that affects him and his psychological, educational and social status (Locke & Ba 2004 :88).

Students may face academic pressures, but they vary greatly in their ability to overcome those pressures. Some students lose courage and become frustrated, while some passionate students rise to a higher level of challenge. They face difficulty

when overcoming these pressures (Bowen, 2010:8).

The passion towards academic activities makes the students physically and intellectually engaged, attentive, and emotionally attached to the tasks of their activities. (Al-Abadi, 2022: 346).

Since mankind knew achievement and bragging about it, and had the pride of achievement, it also knew that vanity is not associated with its owner and is not linked to real achievement, and it does not stop at bragging and claiming, but rather more than that, it attributes to his person the success of another person, and makes it his own success even if he is not a personal participant in the successful work to which he is affiliated (Cialdini et al., 1974:13). In this case, the boasting of the individual becomes a result of the privileges and achievements he gains, not what he earns or achieves with the help of others, and receiving help and support from them in order to achieve his desired aspirations and achievements, but he is satisfied with the achievements of others such as fame, creativity, or high academic success. Or a prominent social or political position, which may lead to the weakening of his talents and extinguishing them and employing them in daily life (Wann, 1995:33).

The current research seeks to answer the following question: **Is there a relationship between academic passion and pride reflected among the students of the Kindergarten Department?**

Value of the study

The university students are undoubtedly one of the important segments of society, and the university stage is considered one of the basic stages that contribute to building the personality of the individual. The company of others, the feeling of belonging to them, and the fact that they represent influential human forces capable of bringing about change in various aspects of life in societies (Shammal, 2001: 248).

Academic passion is a strong tendency towards an activity that individuals love, find it important, and invest time. Vallerand et al., 2008 suggested two types of passion for activities, the harmonious style and the obsessive style. The harmonious passion is the optimal passion; Where the individual feels that he is in control of an activity, and this feeling of control contributes to positive psychological results. Motivated individuals feel inner self-harmony; This means that the individual is enthusiastic and freely chooses to engage in the behavior with passion (13:2008, Vallerand et al.).

Academic passion makes educational situations more enjoyable than those situations or activities that the learner does not feel passionate about. This is regardless of the fact that the general tendency of the individual to be passionate, as the academic passion increases the positive experiences of the learners, and the academic passion of the learners differs according to the situations of daily life, and the educational situations to which they are exposed, and the learners maintain their level of passion over time, as it can be considered that passion is a relatively stable state of the individual towards activities, and that passion may depend on potential interactions between the person, and the determinants of educational and life situations that lead to passion (Moeller, 2014:171).

As for the reflex pride, it forms individuals who are proud of the achievements of others, whether with a person, or a group associated with high levels of status and acceptance, and through which it allows individuals to exploit the highest position for success, in addition to that, the function of reflex pride is that it reinforces and stimulates socially evaluated behaviors, which are stimulated by emotion. The individual strives to make others aware of his contacts more often with another person who possesses positive

qualities, because doing so makes him proud of himself and he gets the psychological strength from the emotion of pride that makes him act in altruistic ways, and individuals who perform such socially assessed actions have social status and group acceptance (Hardy & Van, 2006:1410).

Objectives of the study:

The current study aims to identify:

- The academic passion of the students of the Kindergarten Department.
- Reflected vanity among kindergarten students.
- Significance of differences in the relationship between academic passion and reflected vanity among kindergarten students according to (grades).
- The strength and direction of the relationship between the domains of the scale of academic passion and reflected vanity on the one hand, and the scale as a whole on the other hand, among female students in the Kindergarten Department.

Limitation of the Study:

The current study is determined by the following:

- Human limits: Female students of the kindergarten department, for the four grades (first, second, third, and fourth), and for the two studies (morning and evening).
- Spatial limits: Department of Kindergarten in the College of Basic Education / University of Mosul.
- Temporal limits: for the academic year (2022-2023 AD).
- Scientific limits: (academic passion - reflected vanity).

Defining Study Terms

First: Academic passion

"It is a strong inclination towards an activity that individuals like, find important, and invest time and energy in" (Vallerand et al., 2000:12).

Second: Reflected Glory

"A tendency of the individual helps him direct his personal quest for acceptance and appreciation by linking himself to the successes achieved by others" (Cialdini et al., 1976:371).

The Oretlc AI framework And Previous Studles

First: Academic passion

What is academic passion?

The concept of passion aroused the interest of ancient philosophers, as we find many contributions that explained the nature of passionate activity, and the history of passion appeared through two distinct perspectives. To the experience of suffering, for example, the first view interprets passion in line with the etymology of the word, as it is a word derived from the Latin word (passion) and means "suffering" and describes individuals as slaves to their passion. According to this interpretation, passion is seen as a negative state, because passion controls the behavior and actions of individuals, and according to that interpretation, the passionate individual suffers from many disorders and problems, and according to this perspective also, passion leads to unacceptable thoughts, and it controls people, and makes them passive without control, while the second point of view interprets passion as a positive state, as Aristotle recommends that individuals should not be ashamed to show their passion because it reflects sublime human traits, or what a person should be (Vallerand, 2015:32).

Academic passion is derived from the concept of academic resilience, which means that students overcome chronic difficulties and problems, and succeed academically (Salimi et al., 2016:835), and the concept of resilience reflects the

setbacks, challenges, and pressures that students face that form part of studies about daily life, and these daily challenges reflect the need for academic passion that is closer to many students who face many ups and downs in academic life (Martin et al., 2010:5).

Components of academic passion:

Renzulli (2006) believes that academic passion as a subject has components, which are as follows:

- **Sentimental:** such as strong emotions and desires.
- **Behavioral:** such as a long-term commitment to practice the activity.
- **Cognitive:** such as perceiving the activity with the possibility of considering it as a future action (Renzulli et al., 2006:14).

Theories and models that explained the concept of academic passion:

1- Valerand's dualistic model of passion:

Valerand et al. (2010) developed a binary model, which they called the inherited dualism of passion, in light of the self-determination theory of "Desi" and "Ryan" (2000). This model confirms that the natural development of individuals in society is their eagerness to know their environment. Therefore, they do a variety of different activities and they may engage in them, and a few of them are particularly interesting and important according to their point of view, and they see that continuing them on a regular basis may turn one or more of them into a passionate activity, and that the activities of passion become more oriented towards self-knowledge, and an identity emerges. The individual of these activities represent the backbone and the form of the individual's self-identity, for example, people who have a passion, or increase the hours of study, and write poetry, or play basketball, and some do not actually practice it, but they see themselves

as worthy of studying basketball players, Or writers of poetry, in other words, the passionate activity is not the activity that the individual desires to practice, or likes to practice on a regular basis, and is familiar with its rules only, but it is also a direction to self-knowledge, and it may become an integral part of the identity of the individual (Vallerand, 2010:87).

Vallerand et al. used a model of academic passion that is considered the most comprehensive which is a binary model. According to this model, there are two types of passion:

- 1- Harmonious passion: which is present in the individual as a result of self-independence and willingness to practice various activities that are compatible with the individual's identity and motivation.
- 2- Obsessive passion: in which the individual is present against his will, and the activities that the individual practices are a result of planning and he is subject to monitoring but not being controlled (Philippe & Vallerand, 2009:21).

2- The motivation theory of (Martin and Marsh): (Motivation theory)

This theory was introduced by the two scientists "Martin" and "Marsh", and the basis of this theory is based on motivating students with academic passion. It is associated with positive consensual relationships such as perseverance and participation, and non-consensual negative relationships such as performance impediment and non-participation. They see that students who suffer from poor performance need counseling programs to improve their level (Marsh, 2009: 335-370).

3- The academic passion theory of "Perttula" (Perttula, 2004):

Perttula (2004) believes that academic passion consists of two components, which are as follows:

- 1- The cognitive component of passion; Where it refers to what the individual

believes or what he thinks about his academic activity, and when he is passionate about his favorite academic activity, he realizes the existence of meaningful communication between him and his activity, he has motivation and attraction towards his work tasks, and he gets excited, focused, and merges with his ideas and knowledge. In its work tasks, the cognitive component includes the following sub-components:

- a) **Purposeful communication:** It is the individual's feeling of connection with his activity that has meaning for him.
 - b) **Internal Motivation:** It is a strong internal stimulus that pushes him towards his activity.
 - c) **Immersiveness in activity:** It is a cognitive state in which the individual is fully immersed in the tasks of his preferred activity.
- 2- The emotional component of passion; Where it refers to what the individual feels about his activity, and when he is passionate about his activity; He feels happy and energetic at work. Hence, the emotional component includes the following sub-components:
- a) Joy: the feeling of love or happiness in a favorite activity.
 - b) Vitality: It is the feeling of energy and vitality in practicing the preferred activity (Perttula, 2004, 50).

Second: the concept of Reflected Glory

What is reflected glory:

The concept of reflex glory was first suggested by Robert Cialdini (1976) and his colleagues in the mid-1970s, when they observed a major professional sporting event on the campus of Ohio State University Southern California, and found that after the football game the fans had decked themselves out in jackets, T-shirts and the hats of their university team. They wore shirts bearing the name of their

favorite player, and colored faces, and even some bare torsos painted in the colors of their university team (Cialdini et al., 1976:366), and noticed the tendency of fans to wear the clothes of the winning team, and they used to use the pronoun (**we**) (Cialdini et al., 1976:366) in the word (**we won**) as an evidence of attributing that victory that the team achieved to them, so that the victory of their team becomes as if it was their victory, so Robert Cialdini asked about the psychological foundations of this curious behavior and he called this effort a name to link the soul with successful people who enjoy the reflected pride. Generations of psychology students have become fascinated and delighted with this concept (Burger, 2012:59).

Theories explaining reflected glory:

1- Rogers' theory of self (Rogers, 1902):

"Rogers" pointed out that the social self means the perceptions which believes of what others perceive that the individual represents through his social interaction with others, and that the need for positive self-consideration is by others, and it is a general need, although it is not necessarily innate. It raises the emergence of self-awareness, as the individual seeks to obtain the appreciation of others, and this is what he seeks to achieve by the reflected pride through the individual's association with any success or victory achieved by others, and through this connection this tendency (reflected pride) is involved, and he maintains his self-esteem (Cialdini, 1976:234).

2- The Causal Attribution Theory (Heider, 1958):

This theory describes the reflected glory's ideas as follows:

- 1) The reasons that are believed to be behind a particular behavior will influence

subsequent emotional and non-affective behavior.

- 2) A person seriously tries to determine the reasons for his behavior and the behavior of others. This assumption stems from an urgent need for the individual to control his environment, which determines his behavior and the behavior of others helps him on how to deal successfully with his environment and with others.
- 3) Determining the reasons for behavior is not a random process, but there are laws that explain how we reach conclusions about these reasons (Heider, 1958:117).

3- Cialdini et al.'s Reflected Glory Theory:

She emphasizes that the purpose of reflected pride is to maintain a positive relationship between individuals with whom they have a relationship or fellowship, and as a result the individual feels happy at the superiority of his colleague, for example, as the individual relates himself to the successes and fame of others and what they are distinguished for, the extent of the clarity of their identities in the social community and the extent of their self-identities and their social status. Always to belong to a group of people who have certain characteristics, and this affiliation may be religious, ethnic, or even spatial in order to obtain self-esteem and social acceptance (Wilson et al., 2002:792).

Methodology And Procedures

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

First: Study Community

The study community means all the vocabulary of the phenomenon that the researcher is studying, and it must clearly and accurately define the original community, and know its internal elements (Al-Jubouri, 2013: 128), the community is

the largest overall group to which the results of the study are supposed to be generalized (Al-Batsh and Abu Zeina, 2007: 97), the current study community was represented by the female students of the Kindergarten Department in the College of Basic Education/University of Mosul, who numbered (527) female students for the academic year (2023-2024), who are distributed among the classes as shown in Table (1).

Table (1) Study community according to classes

Classe	Numbers
First	176
Second	108
Third	141
Fourth	102
Total	527

Second: Study Sample

The researchers relied on selecting a sample for the stratified random method, as the sample size was (400) students from the four grades, representing (%) of the kindergarten department community, as shown in Table (2).

Table (2) Distribution of sample members according to classes

Classes	Numbers
First	76
Second	108
Third	114
Fourth	102
Total	400

Third: Instruments of the Study

In order to achieve the objectives of the study, it was necessary to build a measure

of academic passion, and build a measure of reflective glory, in which there are all psychometric characteristics of validity, stability and objectivity. The following is a presentation of the procedures for preparing tools:

- **First: the academic passion scale**

A - Paragraph Discrimination

Coefficient:

The discriminatory power is the indicator of the differences between respondents with high scores and those with low scores in the trait to be measured, and depends on the method of dividing the scores of individuals into two groups, high and low; Then find the coefficient of discrimination between degrees (Gregory, 2015:153).

Table (3)

The calculated t-value for each paragraph of the academic passion scale

sequence Paragraph	senior group		lower group		The calculated t value
	average Arithmetic	deviation normative	average Arithmetic	Deviation normative	
1	2,898	0.333	2,296	0.645	8,615
2	2,972	0.214	2,388	0.783	7,464
3	2,777	0.417	2,203	0.745	6,979
4	2,620	0.575	2,138	0.662	5,704
5	2,833	0.443	1,935	0.752	10,692
6	2,981	0.135	2,407	0.761	7,712
7	2,879	0.426	2,120	0.575	9,076
8	2,907	0.321	2,148	0.758	9,572
9	3,000	0.000	2,268	0.804	9,452
10	3,000	0.000	2,259	0.753	10,217
11	2,916	0.309	2,416	0.750	6,401
12	2,981	0.135	2,379	0.693	8,854
13	2,703	0.700	1,935	0.752	7,770
14	3,000	0.000	2,231	0.731	10,922
15	3,000	0.000	2,203	0.782	10,575
16	2,990	0.096	2,333	0.748	9,049

17	3,000	0.000	2,148	0.746	11,859
18	2,944	0.230	2,064	0.687	12,612
19	3,000	0.000	2,324	0.734	9,569
20	3,000	0.000	2,342	0.725	9,417
21	2,907	0.399	2,046	0.765	10,360
22	2,963	0.189	2,296	0.599	11,010
23	2,925	0.353	1,990	0.791	11,212
24	2,972	0.165	2,277	0.681	10,295
25	2,953	0.286	2,324	0.708	8,567
26	2,898	0.360	2,074	0.793	9,826
27	3,000	0.000	2,213	0.774	10,567
28	2,953	0.251	2,213	0.711	10,206
29	2,925	0.296	2,148	0.721	10,368
30	2,898	0.360	2,027	0.633	12,415
31	2,935	0.313	2,092	0.791	10,281
32	2,981	0.192	2,222	0.701	10,846
33	2,972	0.165	2,296	0.687	9,940
34	2,953	0.251	2,175	0.771	9,963
35	2,898	0.431	2,101	0.808	9,035
36	2,953	0.286	2,101	0.760	10,895
37	2,963	0.233	1,972	0.729	13,443
38	2,935	0.313	2,064	0.776	10,797
39	2,963	0.233	2,194	0.790	9,685
40	2,990	0.096	2,129	0.786	11,294
41	2,972	0.214	2,185	0.787	10,026

42	2,981	0.192	2,166	0.779	10,548
43	2,990	0.096	2,129	0.737	12,033
44	2,963	0.189	2,157	0.643	12,476
45	2,981	0.135	2,000	0.773	12,991
46	2,898	0.333	2,037	0.722	11,248
47	2,842	0.514	1,925	0.693	11,036
48	2,935	0.282	2,027	0.662	13,098
49	2,833	0.463	2,120	0.757	8,341
50	2,851	0.382	2,092	0.588	11,243

* The tabular value is at the level of significance (0.05) and with a degree of freedom (214) equals to (1.96).

B - The correlation of the paragraph score with the total score of the scale:

Table (4) Correlation of the paragraph score with the total score of the academic passion scale

Sequence Paragraph	Correlation coefficient values	Sequence Paragraph	Correlation Coefficient values
1	0.379	26	0.466
2	0.476	27	0.540
3	0.358	28	0.512
4	0.317	29	0.539
5	0.461	30	0.534
6	0.465	31	0.466
7	0.416	32	0.427
8	0.464	33	0.464
9	0.507	34	0.524
10	0.504	35	0.421
11	0.387	36	0.503
12	0.511	37	0.523
13	0.351	38	0.472
14	0.521	39	0.528
15	0.568	40	0.524
16	0.475	41	0.518
17	0.514	42	0.500

18	0.576	43	0.562
19	0.536	44	0.534
20	0.532	45	0.526
21	0.442	46	0.560
22	0.405	47	0.423
23	0.447	48	0.490
24	0.520	49	0.404
25	0.474	50	0.473

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

Second: Reflex pride

Steps to build a reflex vanity scale:

1 - Determining the concept of reflex pride: Through the researcher's knowledge of the theoretical literature in the field of reflex pride, the researcher decided to build a scale that fits the characteristics of the research sample and the Iraqi environment, and to be consistent with the theoretical framework, so the researcher rely on the

theory of reflex pride of "Robert Cialdini (Cialdini), who defined reflex pride (as an individual's tendency to help him direct his personal quest for acceptance and appreciation by linking himself to the successes achieved by others) (Robert Cialdini, 1976).

Statistical analysis of the scale:

I - Distinguish the paragraphs of the reflected glory scale

Table (5) The calculated t-value for each item of the reflected glory scale

Sequence Paragraph	Senior Group		Lower Group		The calculated t value
	Average Arithmetic	Deviation Normative	Average Arithmetic	Deviation Normative	
1	2,879	0.426	2,101	0.895	8,147
2	2,935	0.247	2,379	0.679	7,982
3	2,824	0.472	2,037	0.926	7,872
4	2,925	0.326	2,648	0.701	3,732
5	2,583	0.953	2,324	0.608	3,433
6	2,842	0.456	1,740	0.789	12,551
7	2,842	0.496	1,963	0.956	8,486

8	2,814	0.456	1,842	0.775	11,229
9	2,953	0.251	2,787	0.493	3,125
10	2,833	0.538	1,824	0.965	9,492
11	2,833	0.538	1,824	0.974	9,420
12	2,944	0.267	2,592	0.785	4,405
13	2,722	0.449	2,518	0.648	2,683
14	2,963	0.233	2,611	0.721	4,822
15	2,592	0.611	2,111	0.714	5,318
16	2,027	0.825	1,398	0.696	6,059
17	1,898	0.936	1,638	0.689	2,316
18	2,296	0.764	1,898	0.895	3,513
19	2,101	0.796	1,759	0.771	3,210
20	1,888	0.930	1,425	0.799	3,921
21	2,824	0.406	2,407	0.875	4,485
22	1,851	0.915	1,342	0.699	4,595
23	1,888	0.910	1,064	0.282	8,985
24	1,740	0.900	1,203	0.507	5,401
25	2,046	0.702	1,537	0.617	5,658
26	1,842	0.928	1,213	0.564	6,020
27	1,814	0.898	1,481	0.571	3,254
28	2,092	0.902	1,833	0.961	2,043
29	2,018	0.655	1,750	0.657	3,006
30	2,027	0.633	1,574	0.583	5,476

* The tabular t-value is at the level of significance (0.05) and with a degree of freedom (214) equals to (1.96).

2 - Correlation of the paragraph score with the total score of the scale:

The researcher used the Pearson correlation coefficient to find the correlation between the scores of each paragraph with the total score of the scale, as shown in Table (6).

Table (6) Correlation of the paragraph score with the total score of the reflected glory scale

Paragraph sequence	Correlation coefficient values	Paragraph sequence	Correlation coefficient values
1	0.367	16	0.481
2	0.359	17	0.409
3	0.365	18	0.288
4	0.345	19	0.372
5	0.205	20	0.471
6	0.454	21	0.374
7	0.387	22	0.523
8	0.406	23	0.703
9	0.310	24	0.549
10	0.365	25	0.453
11	0.366	26	0.635
12	0.288	27	0.519
13	0.301	28	0.258
14	0.278	29	0.292
15	0.226	30	0.390

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

Presentation, Discussion And Interpretation Of Results

The first objective: to identify the academic passion of the students of the Kindergarten Department

Table (7) The results of the t-test to indicate the difference between the arithmetic mean and the hypothetical mean measure of academic passion

variable	Sample volume	SMA	standard deviation	hypothetical mean	degrees of freedom	T value		significance level(0.05)
						calculated	Tabular	
passionAcademic	400	127,990	15,834	100	399	35.35	1.96	D

The second objective: to identify the pride reflected by the students of the Kindergarten Department.

Table (8) The results of the t-test to indicate the difference between the arithmetic mean and the hypothetical mean for the reflected vanity scale

Variable	Sample volume	SMA	standard deviation	hypothetical mean	degrees of freedom	T value		significance level(0.05)
						calculated	Tabular	
Reflected Glory	400	63,822	7,321	60	399	10.44	1.96	D

The third objective: Identifying the significance of the differences in the relationship between academic passion and reflected glory among kindergarten female students according to (grades).

Table (9) The results of the post-test to find out the significance of the difference in the relationship according to the variable of the school stage

Grade	the number	Correlation coefficient value	The standardized fisher value corresponding to the correlation coefficient	z value		Significance level 0.05
				calculated	Tabular	
First grade	76	0.260	0.266	0.844	1.96	non d
Second row	108	-0.140	0.141			
First grade	76	0.260	0.266	1,358		non d
Third grade	114	-0.065	0.065			
First grade	76	0.260	0.266	0.450		non d
fourth grade	102	0.195	0.198			
Second row	108	-0.140	0.141	0.567		non d
Third grade	114	-0.065	0.065			
Second row	108	-0.140	0.141	0.416		non d
fourth grade	102	0.195	0.198			
Third grade	114	-0.065	0.065	0.137		non d

The fourth objective: to identify the strength and direction of the relationship between the domains of the scale of academic passion and

reflected glory on the one hand, and the scale as a whole on the other hand, among female students in the kindergarten department.

Table (10) Pearson correlation coefficient results to know the relationship between the domains of academic passion scale and reflected glory on the one hand, and the scale as a whole on the other hand

variants	Sample volume	The value of the correlation coefficient for the relationship between the two variables	T value		significance level 0.05
			calculated	Tabular	

The Harmonic passion a × reflexive vanity a answer	400	0.102	2.04 4	1.96	D
The Harmonic passion a x passive reflex vanity	400	-0.039	0.77 8-		not D
Compulsive passion x reflex vanity a answer	400	0.062	1.23 9		not D
Compulsive craving x negative reflex vanity	400	-0.031	0.62 7-		not D
Passion Academic× Reflex pride	400	0.035	0.69 8		not D

Recommendations:

This study recommends the following:-

1. Employing reflected glory and investing it in the positive side and in the right way to enhance the personality of the university student through holding workshops and extra-curricular activities. The personality of the university student who enjoys direct reflected glory is shown as the pride of the male / female student who is personally independent and successful in forming social relationships with others through his maturity, his social awareness, his personal growth, and his understanding of life.
2. Emphasizing the need to generate academic passion among students towards their academic majors; because of its effect on increasing motivation towards studying.
3. Identifying the areas of passion among the students of the Kindergarten Department, and employing them in a practical (applied) way in their field of specialization in kindergartens.
4. Assigning female students of the Kindergarten Department to various extra-curricular activities within their field of specialization; This is to develop their academic passion.
5. Coordinating between the Ministry of Higher Education and Scientific Research and the various media institutions, with the help of psychological researchers, to carry out awareness campaigns about reflected glory, in a way that achieves understanding and awareness of working on the positive aspect among university students.
6. Directing female teachers in the Kindergarten Department to diversify teaching methods that would enhance the motivation of female students and generate academic passion in them towards school curricula and everything related to their specialization.
7. Emphasizing the positive reflected glory of the students of the Kindergarten Department, because of its importance in the settlement of their love for their specialization.
8. Directing female teachers in the Kindergarten Department to practice positive reflected glory during lectures in classrooms, by boasting the Kindergarten specialization, and emphasizing its importance in the field of education.
9. Encouraging female students to be proud of their specialization by increasing their self-esteem.

Suggestions:

The researcher proposes some further studies to complete and develop the current research and as follows:

1. Academic passion and its relationship with other variables such as: (motivation towards learning, habits of mind - academic bliss - academic adaptation - mental alertness - psychological prosperity - self-authenticity - thinking styles - spiritual intelligence) among kindergarten students.

2. Reflected glory and its relationship with other variables such as: (self-awareness - emotional sympathy - moral orientation - psychological comfort - meaning of existence - hopeful thinking - self-bliss - existential heartbreak - emotional quality of life - emotional regulation - gratitude) among kindergarten students.
3. The effectiveness of an educational program based on modeling learning theory in developing academic passion among university students.
4. Conducting a comparative study between the academic passion of postgraduate students and undergraduate students.
5. Academic passion and its relationship to job satisfaction among faculty members in the Kindergarten Department.
6. The effectiveness of an educational program based on "Neil's" theory of imagination in developing positive reflected glory among university students.
7. Conducting a follow-up study on the reflected glory of female students in the Kindergarten Department.
8. Conducting studies similar to the current one on different social and professional segments, and other academic stages such as: (graduate studies) and comparing them with the results of this study.

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