

The Level of Psychological Well Being and Its Relationship to Gratitude Among Mutah University Students Who Changed Their Majors

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Abstract

The study aimed to identify the level of psychological well-being and its association with gratitude among Mutah university students who changed their majors. The sample of the study consisted of (266) male and female students. To achieve the objectives of the study, two scales were developed namely, the psychological wellbeing scale and the Gratitude Scale. The validity and reliability of the scales were verified. The results indicated that: A) the level of psychological well being and gratitude among the students of Mutah University was moderate; B) there was a positive and acceptable relationship between these two variables; C) male students were more grateful than female students, and that the students in humanities colleges (male and female) were more grateful than students in scientific colleges and D) gratitude contributes in an acceptable way to shaping the level psychological wellbeing. The study recommended directing high school students and their families to choose university majors that fit the preferences and abilities of these students, and which is demanded by the labor market.

Keywords: Psychological wellbeing, Gratitude, Students who changed their majors.

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1. Introduction

University life is a distinct world that opens new horizons for students who came from diverse backgrounds, schools, cultures, traditions, and it transfers them to a new world, with all its rules, legislation, customs, methods of dealing, and social involvement that they have not experienced before. Where they need to adapt to everything they face in this new world, which may make them vulnerable to psychological strain, anger, and a sense of danger and discomfort. Likewise, if they do not have an adequate level of psychological resilience, they may face problems in adapting to the new situation, and in the absence of positive guidance, counseling, and social support, these new circumstances will negatively affect their compatibility with this new environment and their psychological comfort in it, thus, their level of gratitude to everyone who deals with them may decrease, which may affect their university and future life in general.

More attention has recently been paid to the concept of psychological wellbeing, particularly in psychological studies, as it has become a central topic in many quantitative and qualitative research and studies in the field of "positive psychology". This field has formed a contemporary trend that focused on studying the negative aspects of a person's life, and the search for how to deal with it to replace it with positive, active, and productive aspects. Positive psychology is the study concerned with the individual self-abilities that enable him to flexibly deal and communicate with his social environment (Abu Halawa, 2006).

Psychology, in general, and in all its areas, is not only concerned with the study of human weaknesses but goes beyond that to study the strengths and positives of human personality, stressing that the goal of therapeutic or counseling intervention is not only aimed at eliminating disease symptoms and reducing the level of disease but rather the main goal is to build and strengthen all the positive potentials of the individual, even if latent, to reach a high level of psychological wellbeing. It also seeks to help individuals conduct both organic and psychological functions acceptably and effectively to successfully reach mental health such as satisfaction, happiness, positivity, psychological security, and a sense of safety and reassurance (Seligman & Csikszentmihaly, 2000).

Psychological wellbeing is defined as a value related to the individual's ability to manage the internal struggle to resolve a set of conflicting goals or desires he has, to reach an appropriate and acceptable way to achieve and satisfy these goals and desires, to obtain satisfaction with this level of investigation (Al-Tlemceni, 2015). Psychological wellbeing is defined as a value related to the individual's ability to manage the internal struggle to resolve a set of conflicting goals or desires he has, to satisfy these goals and desires properly and acceptably (Al-Tlemceni, 2015).

Psychological wellbeing includes three dimensions: life satisfaction, meaning harmony and conformity with

life, clarity, and dominance of positive feelings and emotions, and the absence of negative feelings and emotions. It has two components, namely: the cognitive component that indicates the degree of satisfaction, and the individual's assessment of satisfaction in different areas of life, and the emotional component that represents positive and negative emotions and the assessments he makes about the quality of life he has (Lan, 2015).

1.1. Factors of psychological well being:

Veenhoven identifies the determinants of psychological well being as the following (Abdel-Al and Mazloum, 2013) :

First: Life chances: life-ability of the person that is related to the ability to satisfy appropriately the needs, desires, ambitions, and goals, and to exploit and enjoy them as well as enjoying the surrounding circumstances.

Second: The quality of the society, Livability of the environment: that society to which individuals belong, what they feel about it, and the services and facilities it provides to them that facilitate their lives and facilitate the process of their self-realization.

Third: the social function of the person within the community: which is known as the role behavior resulting from the social standing, professional role, and the role related to gender, which reflects the individual's sense of continuous improvement in all aspects of his personality, so that the individual forms a lifestyle commensurate with meeting all his needs and desires, leading to general equilibrium, which is the most important indicator of psychological comfort.

1.2. Theories explaining psychological well being:

Some theories attempted to explain the concept of psychological well being, including:

Objective List Theory

Arenson, the developer of this theory, pointed out that psychological well-being appears through the level of the individual's ability to achieve things well. This theory is based on the components of comfort that are not represented in pleasure or desire only but goes beyond that to a sense of value and importance. And the achievement of happiness and satisfaction with all the activities carried out by the individual, and this theory explains psychological well-being concerning the individual's pursuit and his attempt to achieve himself, passing through other previous needs in Maslow's hierarchy. "(Tiliouine, 2012).

Desire Theories

The theory points out that psychological well being is based on a feeling of pleasure, meaning that everything that leads to satisfaction leads to pleasure and that a person always strives to fulfill what he believes is a balance between pleasure and pain. The developer of this theory, Jeremy Bentham, indicated through his presentation of the principles of moral and legislation that "Nature has placed mankind under the governance of two sovereign masters, pain and pleasure, meaning that man is subject to them, and he must determine his psychological state based on what he seeks towards one of them, so satisfaction lies in achieving the maximum pleasure and avoiding pain, so more happiness makes a person's life better, and more exposure to pain makes life worse. When a person understands the importance of pleasure, he relieves mentally, consistently seeking to obtain the pleasure of greater value (Heady, 2008).

Kamen theory:

It is one of the psychological theories that dealt with the concept of psychological well being, stressing that it is a threshold linked to hereditary genes on the one hand and personal traits on the other hand, as it does not weigh the role that life events play in achieving psychological satisfaction, because it (psychological well being) does not change with the change of events and the passage of time. Rather, it is related to the individual's readiness, then striving through repeated and purposeful attempts, which he carries out during his activities, daily responsibilities, and his dealings with others (Heady, 2007).

Dynamic equilibrium theory:

This theory was developed by Heady & Wearing they call for the expansion of the base of the previous theories to include linking personality characteristics and life events. They believed that events please the persons, as they are an internal and not external part in their effect on psychological well being, and that the change in the level of satisfaction is the result of deviating from the balance due to life events, whether these events are positive or negative and it is not considered a natural part of the deviation of events from the normal level, because the characteristics of the personality work to restore the natural balance to its actual level, and then the individual may or may not achieve his psychological satisfaction (Heady, 2008).

Gratitude is a virtue in human nature and refers to the feeling that arises in interactions between people, particularly when it is understood that the gain of value has been gained by the other party. Gratitude is associated with psychological functions and mental health indicators, such as positivity, efficiency, satisfaction, happiness, and contentment. Gratitude is also associated with high levels of positive emotion, as it encourages the individual to make optimal use of self-resources to employ them in various areas of life and leads to improvement in achievement, especially academic achievement and active participation in activities and events.

This reflects positively in reducing the level of psychological stress on the individual (Masoudi, 2016).

Gratitude also improves the level of psychological and cognitive flexibility and mental alertness, as it contributes to improving the level of academic outcomes among university students, and enables individuals to think flexibly, which in turn contributes to facilitating effective methods of learning, acquiring knowledge, and achieving the university's goals related to teaching. It also leads to improving the level of adaptation to life events and pressures and thus improving the level of adaptive skills. In the sense that the positive emotions resulting from the presentation of gratitude lead to active participation in university life (Lin & Yeh, 2014) which will be positively reflected in academic achievement and the attainment of the desired outcomes.

Gratitude is seen as a general tendency to perceive and then an intended, purposeful response guided by grateful emotions to service providers, benefit, or charity, and include the following aspects (Ziadat, 2019):

Distress: where the grateful individual experiences more intense pleasant emotions compared to the less grateful individual.

Repetition: the individual is grateful several times during his daily tasks.

The extent: It means the number of situations and life circumstances in which an individual is feeling grateful, such as family, profession, health, and life in all its aspects.

Density: It indicates a feeling of gratitude to many individuals in different situations.

The broaden-and-build theory suggests that positive emotions (viz. enjoyment/happiness/joy, and perhaps interest/anticipation)[2] broaden one's awareness and encourage novel, varied, and exploratory thoughts and actions. And that gratitude, like other positive emotions, contributes to the cognitive enrichment of human memory and of the individual who uses it on the one hand, and improves the view of the individual who uses gratitude for himself and enhances his self-concept on the other hand. And it leads to achieving the desired goals to improve the chances of success of confrontation and survival resulting from employing positive emotions necessary for a happy life, and thus feeling an appropriate level of mental health, as positive emotions encourage the discovery of novelty and originality in ideas, relationships, interaction, and social ties, which in turn contribute to building the potential of the individual and his resources and sources, which extend from physical and mental sources to psychological and social sources, as these act as protective, fortifying and developmental factors for the individual (Fredrickson, 2004).

1.3.Previous Studies

Several previous studies concerning psychological well being and gratitude have been conducted in 2007, a study aimed at investigating the relationship between gratitude and patterns of good coping was conducted by Wood, Joseph, and Linley. The study sample consisted of (263) participants. The findings indicated that the level of gratitude was positively correlated with all patterns of good adaptation and that the more an individual gave gratitude to a group of people, the greater the level of his ability to adapt well to all the situations he faced so that the level of their acceptance of it increased whenever he gave them thanks and gratitude. Muhammad (2013) carried out a study aimed at examining the relationship between the quality of life and gratitude, happiness, and tolerance, among a sample of (500) adolescents. The results indicated that there is a moderate direct relationship between quality of life, tolerance, and gratitude, and a strong positive relationship between quality of life and happiness, the happiness variable represented a high percentage between the other two variables (gratitude and tolerance) in the quality of life of the participants. Al-Tlemceni (2015) also conducted a study aimed at identifying the level of psychological well-being among university students and its relationship to the economic and social level and self-esteem, on a sample of (450) students from the University of Oran in Algeria. The results showed that the level of psychological well being among these students is high and that there was a correlation between the level of psychological comfort and between the two levels: economic and social among students. The findings also indicated no statistically significant relationship between positive and negative reactions and between both levels: economic and social, and that there was a high positive correlation relationship between personal psychological well being and self-esteem, and that there were no differences in the level of psychological well being and self-esteem of these students due to gender variable. Al-Ababneh (2015) conducted a study aimed at revealing the level of gratitude, happiness, and quality of life among Yarmouk University students considering some variables. The sample of the study consisted of (800) male and female students from various colleges and specialties. Three valid and reliable measures were used for the three study variables. The results showed that the level of trust, happiness, and quality of life was high among the respondents, and there were no statistically significant differences in the levels of these three variables attributed to the student's gender variable. While there were differences in the level of gratitude according to the majors and faculties and in favor of the disciplines and human faculties. The findings indicated that the differences in the level of happiness and the level of quality of life were attributed to the specialty and college and in favor of the scientific colleges. And that there were no statistically significant differences in the level of gratitude, happiness, and quality of life attributable to the two variables: income level, and cumulative rate, and the differences in the level of happiness according to the variable of the school year was in favor of the group "the

third and fourth – year “ students. The results indicated a statistically significant relationship between the level of safety and happiness and the quality of life.

In 2016, a study aimed at identifying the level of psychological well-being and its relationship to self-efficacy among teachers was carried out by Masoudi. The study sample comprised of (364) male and female teachers. The results indicated that the level of psychological well being and self-efficacy among teachers was high, and that there was a positive statistically significant relationship between psychological satisfaction and self-efficacy, and the relationship between them did not differ according to their gender, seniority in education, and their place of work, and that the value of a statistically significant function of psychological well being can be predicted through Self-agency teachers have.

Bin Naho and Moqadam (2017) conducted a study aimed at identifying the level of psychological well-being among customs officials and its relationship to variables: seniority at work, marital status, and professional rank, on a sample of (80) male and female staff. The results indicated that the level of psychological well being among them was average and that there was a statistically significant relationship between the level of well being and seniority and professional rank. The findings did not show a relationship between psychological well-being and marital status, and that the relationship differed according to their gender, where the relationship among males was stronger.

Isik, Eerguner & Tekinalp (2017) aimed at investigating the impact of a training counseling program based on gratitude strategies for first-year students in official Turkish universities in reducing the level of psychological pressure and developing the level of adaptation to university life on a sample of (22) students who scored the highest scores on the perceived stress scale, and the lowest marks on a measure of adaptation to university life, which one of its dimensions is gratitude. The sample was divided equally into two groups: experimental and control. The experimental group received a program consisting of (14) counseling sessions. The results indicated a decrease in the level of perceived stress, and an improvement in the level of adaptation to university life using the strategies and methods of gratitude on the dimensional measurement, which indicates the effectiveness of the program and the retention of the idea of gratitude for three months on the deferred measurement.

Ziadat (2019) conducted a study aimed at identifying the relationship of gratitude to the level of psychological pressure and adapting to university life among first-year students in Jordanian universities. The sample consisted of (600) male and female students, selected by the random cluster method. The results indicated that gratitude is 0.22% of the total variation in the level of adaptation to university life and that the relationship between the variables differed according to the type of university (official and private), meaning that the relationship among public university students is stronger than that of private university students and that the level of psychological stress It was high and decreased noticeably after applying for the program. Also, the level of adaptation increased after it was moderate before the start of the program.

We note that all these studies dealt with the two variables of psychological well being and gratitude by identifying their levels among university students and some employees, such as teachers and customs staff, as well as the relationship between these two variables and other variables. In addition to investigating the impact of a mentorship program in improving the level of adaptation to university life by using gratitude strategies. This study is distinguished by investigating the relationship between these two variables among university students who changed their original major in which they were admitted to the university to other majors.

1.4. Study problem

University students, like other youth, are going through crucial periods during their psychological development, calling for psychological and social support to create and improve their capacity, and helping them to adapt and integrate into the university environment. Some of them may face deficiencies or failure to achieve the required academic levels which may be due to the absence or deficiency in the career, educational and psychological guidance and counseling services provided to them at the secondary and pre-stages stages, which is negatively reflected in their choice of university majors, as Some have recourse to change their major when they find themselves academically incompatible with it, which leads to a decrease in their level of psychological well being, and this may affect their self-gratitude and gratitude to their university or others. This may lead the student to search for another major or another university. Also, some of them, who are obliged to study the major they do not choose, may feel frustrated which may reflect negatively on their efforts to achieve success. The results of previous studies such as the study of (Risqués, Moore & Morley, 2007 and Ziadat, 2019) have indicated that there is a relationship between gratitude and psychological well-being and adaptation to university life among first-year students. Thus, If the experience is appropriate and rich for the student, he will aim to retain consistency in his or her university and excels and succeeds, but if it is the contrary, he will experience negative feelings and struggles to achieve his or her goals. Accordingly, the study problem is determined by identifying the level of psychological well being and its relationship to gratitude among students of Mutah University, who changed the major that they have been accepted at when they enrolled in the university. The current study seeks

to answer the following questions:

- 1-What is the level of psychological well being among students of Mutah University, who changed their majors?
- 2-What is the level of gratitude of Mutah University students who changed majors?
- 3-Is there a statistically significant relationship between the level of psychological well-being and the level of gratitude among students of Mutah University who changed their major considering two variables: gender and college?

1.5. Study Objectives

The study aimed to identify the level of psychological well being and gratitude among students of Mutah University who changed their major and to investigate the relationship between them and their differences according to the variables gender, college.

1.6. The importance of the Study

The importance of the study is highlighted by the subject it addresses as this issue is deeply concerning universities, individuals, and families, as every year some university students apply for changing their major due to either their failure to achieve success in this major or because of certain pressures, imposing opinions or for fulfilling certain desires. The importance also stems from the importance of the two variables that the study targeted in the life of university students and their implications for university and future life, as the level of psychological well being affects their academic career and motivates them to advance in their academic achievement .

On the other hand, the level of gratitude that these students give to anyone who interacts with them leads to the attainment of an acceptable level of mental wellbeing and thus is expressed in all aspects of their university life and future life. This study can provide some data and information that decision-makers in universities, the Ministry of Higher Education and Scientific Research, and the Ministry of Education may use in proper planning to guide high school students and university students towards the appropriate choice of the desired majors that suit their potential.

1.7. Study limits:

This study is limited by the following limits:

- 1 - Human limits: They are students of Mutah University who changed their major which they accepted at the beginning of their entry into the university.
- 2 - Spatial limits: Mutah University.
- 3- Time limits: Students registered in the first semester of the 2019/2020 academic year.
- 4 - Objective limits: The study is also determined by the response of participants to the items of the two approved study scales.

1.8. Definitions

The study includes the following terms:

Psychological well-being: It is a positive sense of well-being and includes behavioral indicators that indicate the high level of self-satisfaction, one's life, and his continuous pursuit of achieving his significant goals and independence. Procedurally, it is defined by the degree obtained by the respondents (Denier, 2006) in determining their life path in exchange for their responses to the paragraphs of the psychological comfort scale developed for achieving the goals of this study.

Gratitude: It is the feeling a person gets in return for obtaining a benefit or realizing a private interest of value from one or other parties, in recognition of the value of what they have offered him (Ziadat, 2019). Procedurally, it is defined by the degree obtained by the participants for their responses to the items of the gratitude scale that was adopted in this study.

Students who changed their majors: They are students of Mu'ta University who were accepted in majors within the lists of the Unified Admission Coordination Committee set by the Ministry of Higher Education and Scientific Research, and they joined these disciplines for a semester or more, and then changed their major, for any specific considerations, to other suitable major as they want or alternative majors.

2. Methods and procedures

2.1. Population

The study population consists of(686) male and female students, of whom(302) male and(384) female students, divided as follows: (109) male and female students in the fourth year or more; (233) male and female students in the third year; (198) male and female students in the second year; and(146) male and female students in the first year. (375) male and female students enrolled in scientific colleges, and (311) male and female students in humanitarian colleges, for the academic year: 2020/2021 AD.

2.2. Sample

The study sample consisted of (343) male and female students, of whom (165) male students, and (178) female students. Distributed as follows: 62 students in the fourth year; 127 students in the third year; 79 students in the second year and 75 In the first year, of whom (186) students are enrolled in scientific colleges, and (157) students in humanitarian colleges. They were selected in coordination with the professors of the compulsory courses (students transferred from other majors), and the heads of the Diwans in colleges, and (50%) of the study population.

2.3. Instruments

Two measures were used which are:

First: Psychological well-being scale which was developed after reviewing the previous studies and measures, as a study of (Longo, Conge & Joseph, 2018; Tlemceni, 2017; Masoudi, 2016; Bin Naho and Moqadam, 2017). All the (30) Items were derived, all items indicate positive attitudes, except for four statements that expressed negative attitudes (Items 3, 10, 16, 20). The scale was presented to (12) arbitrators who are specialized in psychological and educational counseling, educational psychology, measurement, and evaluation, teaching in University of Jordan, Yarmouk, Mutah, and international Islamic universities. Their suggestions were considered and (3) statements were paraphrased. The final scale consisted of (28) items.

The Pearson correlation coefficients between the item score and the overall score of the scale were calculated on an exploratory sample consisting of (28) male and female students from the study population and outside the sample. The correlation coefficients ranged between (0.31 - 0.61), which are considered suitable values for the objectives of this study. The reliability of the scale was confirmed by two methods: internal reliability (Cronbach alpha) Test-retest reliability on the pilot sample consisting of (28) male and female students. The values of correlation coefficients (reliability) were: (0.78) for internal reliability, and (0.71) for test-retest reliability, which considered acceptable values for achieving the objectives of this study. The scale consisted of (26) items answered by a five-point scale, which is: always (5) degrees, often (4) degrees, sometimes (3) degrees, and rarely (2) two degrees, and never (1) one degree, so that the overall degree ranges between (28 - 140), the responses of the participants are corrected on the scale items according to the following standard: (1.66 or less = low), (1.76 - 3.33 = moderate), and (3.24 or more = high).

Second: The scale of gratitude for undergraduate students: The scale of "Lin" and "Yeh" was used.

The scale consists of (26) items, expressing positive attitudes, except item No. (10) which expresses a negative attitude, the questionnaire was distributed in four fields, which are: The field of gratitude to others, represented by the items (1, 6, 11, 16, 21, 23, 25), The field of gratitude to God, represented by the items (2, 7, 12, 17, 22), the field of pride in grace, represented by the items (3, 8, 13, 18, 24), and the field of estimating distress, represented by the items (4, 9, 14, 19, 26), and the field of cherishing the moment, represented by items (5, 10, 15, 20).

Regarding the validity and the reliability of the scale, its psychometric properties were extracted through coefficient analysis, and the results indicated that this scale has indications of validity and appropriate reliability, as the value of internal consistency reached (0.93), in addition to the face validity procedures that indicated the validity of this scale. The translated version of the scale was adapted to the Jordanian environment (Ziadat, 2019).

Face validity of the scale was checked by presenting it to specialized arbitrators, as well as calculating the correlation coefficients for the internal construct validity. The values of the coefficients ranged between (0.30) and (0.68), which are the values of statistically significant coefficients.

Regarding the reliability of the instrument, its value was calculated by the internal consistency method on a sample of (100) male and female students, where the value of the reliability coefficient was (0.88), and the method of test-retest was used on the same sample with a time difference of (12) days, so the value of the reliability coefficient was (0.85) for the overall score of the scale, which is considered appropriate values.

The participants respond to each item by placing a sign (x) in the square that belongs to the degree of applicability of the item to the subject based on an answer scale consisting of five categories, which are: always = (5) degrees; often = (4) degrees; sometimes = (3) degrees; rarely = (2) a degree, and never = (1) a degree. The scores are reversed for the negative items. For the study, the overall score was calculated on the scale, as it ranged between (26-130) degrees. The responses of the participants to the measured items are corrected according to the following standard: (1.66 or less = low), (1.76 - 3.33 = moderate), and (3.24 or more = high).

2.4. Study procedures:

The study procedures came as follows:

- 1- Preparing and developing the two study scales and ensuring the indications of their validity and reliability by appropriate scientific methods.
- 2- Selecting the study sample of (272) male and female students, of whom (98) male students, and (174) female students who changed their major, and those who study the compulsory courses for the new major to which they

were transferred in coordination with professors who teach these courses and the heads of the Diwans in colleges. 3 - Applying the study instruments to all participants, as the number of the questionnaire that was fully completed reached (266) copy, conducting appropriate statistical analyzes, and extracting the results.

3.Results and discussion

3.1.Results of the first question: What is the level of psychological well being among students of Mutah University, who changed their majors? To answer this question, means, standard deviations, and the level of the responses of the participants to the items, and the overall score of psychological well-being was extracted as shown in Table (1).

Table (1) Means, standard deviations, and the level of the responses to the items and the overall score in the level of psychological well-being.

No	Item	Mean	SD	Level
1	I feel fine about my health	2.44	0.83	moderate
2	I feel good about my living standards	1.65	0.65	low
3	I believe my life is meaningless and worthless.	1.89	0.92	moderate
4	I feel confident about what I have done and achieved in my life.	1.69	0.55	moderate
5	I maintain a fruitful friendship with others	2.63	0.68	moderate
6	I feel safe and stable	3.35	0.82	moderate
7	I see that I am a member of my community	1.66	0.52	low
8	I am looking forward to a bright future	3.11	0.67	moderate
9	I perform my worship and my religious ceremonies with joy and comfort.	3.25	0.74	moderate
10	I am afraid because I have many concerns & troubles	2.88	0.66	moderate
11	I try to avoid my (random) reckless conduct	3.08	0.59	moderate
12	I constantly try until I get what I want	3.35	0.67	high
13	I make contact and communicate with others	2.29	0.88	moderate
14	I am looking for the happiness of others	3.36	0.61	high
15	I welcome input from others on my words and actions	2.51	0.77	moderate
16	I consider the other opinion only if it agrees with my opinion	3.62	0.71	high
17	When completing some mission, I reinforce myself	2.96	0.86	moderate
18	I prepare my life with reality and trust.	2.78	0.91	moderate
19	I feel positive about my past interactions and experiences.	1.61	0.69	low
20	Much of the time, I feel guilty	2.41	0.82	moderate
21	I try to make the best of any new experience	2.63	0.88	moderate
22	I spend my time in a beneficial, beneficial job	2.92	0.84	moderate
23	I feel good about my eating habits	3.09	0.78	moderate
24	I take responsibility for my own decisions	2.11	0.72	moderate
25	I accept myself as it is and as I see it	1.78	0.79	moderate
26	I try to develop my skills and potential	2.53	0.66	moderate
27	I deal with my environment with acceptance and concern	2.32	0.81	moderate
28	I try to use what is available in my environment to achieve my goals	1.89	0.59	moderate
Total score		1.88	0.81	moderate

As illustrated in Table (1) the overall mean of the level of psychological well-being = 1.88, a standard deviation = 0.81, and it came at a moderate level close to the low level. Items (12, 14, and 16) ranked first on the scale with means ranged from (3.35-3.62), and standard deviations ranging (0.61 - 0.71). These Items state that (I constantly try until I get what I want; I am looking for the happiness of others and I consider the other opinion only if it agrees with my opinion). While Items (2) I feel good about my living standards; Item (7) I see that I am a member of my community and Item (9) I perform my worship and my religious ceremonies with joy and comfort ranked last on the scale, with means ranging (1.64-1.65), and with standard deviations ranging (0.52 - 0.68), and they record a low level. These results indicate that the level of psychological well being is moderate among the participants who changed their university majors, which they were accepted in through the mandatory list of the Unified Admission Coordination Committee set by the Ministry of Higher Education and Scientific Research. This result may be attributed to different reasons such as the experience they went through, their low grades in high school, their parents' interference in choosing their university majors, or for any other personal considerations. As the responses on the Items which indicate the continuity of striving to achieve what they seek, the pursuit of the satisfaction of others, and the acceptance of the other opinion corresponding to their views reported high responses. And this is a logical outcome that is closely related to the degree of psychological well-being of a typical person (Ziadat, 2019). While the level of their responses on the Items regarding their satisfaction with past interaction and experiences; satisfaction with the standard of living and their feeling as a

part of their community were low indicating that the satisfaction with living is related to the economic status and financial allocations for university learning that require additional financial burdens over the existing family burdens, which increased due to studying in University, which constituted a new additional burden on the family. As for considering themselves as part of their society, this is also an urgent matter related to the painful experience they went through, which is the inability to continue in the major that they were accepted in or the one they want, their high expectations, and the plans they set for their life after their graduation has vanished after they changed their major to less important major as considered by them and the others. This result was consistent with the results of the study of Tlemceni (2015) and Masoudi (2016), and it disagreed with the results of the study of Bin Naho and Moqadam (2017) which addressed the level of psychological well being of customs employees, which indicated that psychological well being is related only to professional competence and motivation to work more than painful experiences, such as changing a desirable and required major to undesirable one, therefore, the level of gratification will be lower.

3.2.Results of the second question: What is the level of gratitude of Mutah University students who changed majors? To answer this question, the means, standard deviations, and the level of the responses of the participants to the items, and the overall score of psychological gratitude was extracted as indicated in Table (2). Table (2) Means, standard deviations, and the level of the responses to the items and the overall score in the level of (n = 266)

N	Item	Mean	SD	Level
1	I feel so content with the thanks and gratitude that I have given to my friends	3.12	0.67	moderate
2	I remind myself of the good things I have encountered in my life	2.18	0.82	moderate
3	I am proud to have the opportunity to get an education	2.77	0.58	moderate
4	I preserve my gains because they may be lost	1.64	0.67	low
5	I remind myself of the few fun things in life, like spring flowers, warm sun, and others	1.66	0.68	low
6	I admit what other people have done for me	3.38	0.88	high
7	I believe God blesses me for everything I get and need	3.42	0.81	high
8	I remind myself that I must acknowledge the good things that have happened in my life	2.84	0.82	moderate
9	I learn from my loss and I invest it seriously	1.63	0.66	low
10	I learn from life that I will stop enjoying the present moment	2.75	0.78	moderate
11	I let others know how grateful I am to them.	2.69	0.76	moderate
12	Thinking of how great a meal it is after eating	2.68	0.69	moderate
13	I feel satisfied with what I have now	3.41	0.88	high
14	Death reminds me to live an enjoyable life	1.62	0.69	low
15	I see appreciating the beautiful things around me as a beautiful thing	2.73	0.57	moderate
16	I keep thanking those who helped and supported me to have what I have now	3.31	0.87	moderate
17	I feel pleasure and pleasure that I live now	3.39	0.81	high
18	I am proud to have the basics of decent living now	1.53	0.67	low
19	I contemplate the worst moments of my life so that I can understand as I am fine now	1.49	0.71	low
20	I feel good when I stop to notice things around me	3.12	0.78	moderate
21	I thank others for the things they have done for me	3.19	0.80	moderate
22	I think it is important and necessary to be thankful to God every day	3.35	0.88	high
23	I acknowledge the contribution of others to my achievements	2.61	0.84	moderate
24	I thank all my potential, even though I did not get everything I wanted	2.68	0.77	moderate
25	I thank everyone who has given me advice that helped me get to where I am now	2.66	0.75	moderate
26	I see bearing down and frustration as providing opportunities for growth, learning, and progress	1.56	0.68	low
Total score		3.17	0.82	moderate

Table (2) shows that the overall mean of the level of gratitude scale = 3.17 with a standard deviation = 0.82, and a moderate level, and that Items (6, 7, 13, and 17) occupied a high level of psychological gratitude with mean ranging between (3.35-3.62), and standard deviations ranging (0.69-0.88). These items state that “I admit what other people have done for me;” “I believe God blesses me for everything I get and need;” “I feel satisfied with what I have now” and “I feel pleasure and pleasure that I live now.” Items (9; 14;19 and 26) came at the last rank with means (1.49-1.63) and standard deviations (0.52-0.68) and a low level.

These items express the respondents answers on these phrases (I learn from my loss and I invest it seriously;

Death reminds me to live an enjoyable life; I contemplate the worst moments of my life so that I can understand as I am fine now and I see bearing down and frustration as providing opportunities for growth, learning, and progress). The items that include recognition of what others have done and are doing for them, the belief that God blesses everything they obtain, and the feeling of satisfaction with their potential and pleasure, which drives them to return the favor and acknowledge the thanks of others with high motivation, but learning from loss, and remembering death and hope for the worst moments in life may reduce the motivation of persons to recognize the grace of others, and thus the level of these items was low. This clearly indicates that the overall level of gratitude is moderate among the students who have changed the majors that they have been accepted in by The Unified Admission Coordination Committee, that they may not want or aspire to, and this may be due to the painful experience they went through, which is the experience of being forced to change their major as they perceived which reflected negatively on giving thanks, gratitude and appreciation to everyone who contributed and contributed to their assistance, as they may consider this assistance a duty towards them, and they deserve thanks only in a limited area. The spiritual and religious aspect that stated in the items that have achieved high levels in guiding individuals to give thanks and gratitude for the blessings of God is one of the basic principles in all monotheistic religions.

Al-Ababneh (2015) indicated in his study that the level of gratitude among ordinary university students who were not exposed to such painful experiences was high, but the students who faced academic problems such as the problem of shifting to other disciplines their level of gratitude was moderate compared to the level of other peers who did not face such an experience, as gratitude is linked to positive attribution, which may/ may not protect students from facing psychological pressures which are related to the nature of the problems they face, such as the changing their major unwillingly. This result is consistent with the results of the study of Muhammad (2013) and Ziadat (2019), while it differs from the results of the study of Al-Ababneh (2015). The explanation for this disparity is due to the nature of the university students, as Al-Ababneh studied a sample of university students who continue to study in the majors they admitted in, and not the university students who, due to their failure to pass or because their majors did not attract them, obliged them to change it.

3.3. Results of the third question: Is there a statistically significant relationship between the level of psychological well-being and the level of gratitude among students of Mutah University who changed their majors considering two variables: gender and college? To answer this question, the "Pearson" correlation coefficient was calculated between the scores of the respondents on the two scales of the study (gratitude and psychological well being) as illustrated in Table (3).

Table (3) Pearson correlation coefficients for the relationship between the level of psychological well being and gratitude among the participants (n = 266).

variable		correlation coefficients	coefficient determination	Sig
Gender	male	0.51	0.265	0.05
	female	0.47	0.221	0.05
Collage	scientific	0.502	0.252	0.01
	humanity	0.481	0.231	0.01
Total		0.522	0.272	0.01

Table (3) shows that the correlation coefficient between the level of psychological well being and gratitude for male students = 0.51, the coefficient of determination = 0.265, and the level of significance is (& = 0.05), while the correlation coefficient for female students = 0.47, the coefficient of determination -0.221, and with the level of significance (& = 0.05). On the hand, it shows that the correlation coefficient for students at humanitarian colleges = 0.502, with a determination coefficient = 0.252, and with a significance level (& = 0.05), while the correlation coefficient for students at scientific colleges =0.481, a determination coefficient = 0.231, and with a significant level (& = 0.05).

This indicates that the effect of the gratitude variable among male students on the psychological well being variable is higher than among female students, besides, the effect of the gratitude variable among students in humanitarian colleges in the level of psychological well being is higher than that of the students at scientific colleges. To determine the predictive value of what is interpreted by gratitude in the level of the psychological well being of Mutah University students, who changed their original major to other specializations, and to determine the extent of the contribution with other factors that contribute to forming the level of psychological well being, a simple regression analysis was used as shown in Table (4).

Table (4) The simple regression analysis of gratitude in predicting the level of psychological well being among the participants (n = 266).

Predictor	Regression	Beta	R2	T value	sig
Constant				17.32	0.01
Gratitude	0.322	0.547	0.118	8.13	0.038

As illustrated in Table (4), the relationship between the two variables: gratitude and psychological well being is a positive correlation, which is a moderate strength and acceptable correlation. The T-value of the gratitude variable = 8.13 which is considered statistically significant. While the T-value = 17.32, the value of the simple regression coefficient = 0.322, and one of the values of the total variance was (0.118), meaning that a percentage of (11.8%) is for psychological well being (R²) is referred to as gratitude and it is an acceptable effect, as many other factors contribute to shaping the level of psychological well being, and the value of its contribution = 88.2%. Consequently, it is necessary to investigate these factors and invest them to identify the extent of each contribution separately.

The results indicate a positive and appropriate correlation between gratitude and the level of psychological well-being, where gratitude contributes to the formation of the level of psychological well being, especially among male students, as the level of psychological well being is higher among them than among female students. This can be attributed to the fact that male students can express their thanks and gratitude to everyone who provides them with specific assistance or support more so than female students, due to cultural, family, and social considerations since females may be embarrassed or hesitant to give thanks and gratitude openly.

The results also specified that students at humanities colleges at the university are more grateful and express their gratitude more than students at scientific colleges, as they adopt more theoretical and human values than students at scientific colleges, who believe in scientific, mathematical, idealistic, and logical values, and therefore their interests in the human aspects are limited more than their peers in human colleges who may conciliate and flatter in some social situations.

The findings also showed that the percentage of the contribution of gratitude in shaping the level of psychological satisfaction was acceptable and appropriate with (11%) as a contribution with various other factors, and therefore the effect of this variable (gratitude) is high compared with the effects of many factors indicating that gratitude is the key, reassurance and a feeling of well being for those who offer it first and then to those who receive it, as positive feelings prevail between them, thus human feelings become reciprocal and represented in interest, respect, acceptance, and warmth (Ziadat, 2019). These all contribute to shaping the level of psychological well-being and improving the level of mental health, which is a requirement of every human being.

Gratitude is an important factor in improving the level of mental health and thus psychological well being, and the adaptation to the pressures imposed by the nature of contemporary life, so that university students can adapt to the university environment as a new environment, especially after joining the new major. In addition to that gratitude allows these individuals to improve their new relationships with their colleagues in the new major, and consequently, the severity of the problem of moving from a required and desirable major to another is decreased, as the student begins to look at the bright side of the new experience and as he has learned from the experience that he was exposed to and passed through from a painful and unwanted experience, which is the experience of forcibly changing the major, and he begins to renew his activity, vitality, and interests and he will start seeking realistic goals.

The results of this question are consonant with the results of the study of (Muhammad, 2013; Bin Naho & Moqadam, 2017 and Ziadat, 2019), while they differed from the results of the study of Masoudi (2016), due to the difference of the study sample “ teachers” and where the findings showed that there were no differences in the relationship between psychological gratitude, psychological well being and self-efficacy between males and females.

4. Recommendations

Based on the results of this study, the researchers recommend the following:

- 1 - Directing high school students and their families to choose the majors that suit their potential.
- 2 – Educating families and society on the need to support their children in choosing their university majors based on their interest, availability, and the requirement of the labor market.
- 3- The necessity for the university student affairs deanships to assist first-year students at the university to adapt well to the new university environment, to achieve an appropriate level of psychological well being.
- 4- Holding seminars, lectures, meetings, and workshops for university students and making them aware of the need to practice their skills, particularly in recognition of the appreciation and gratitude of others.
- 5- Conducting more studies on the factors contributing to shaping the level of psychological comfort of other special groups in society.

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