

## Preparatory Optimism and Relation to the Academic Vitality of Primary School Teachers

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**Abstract:** The present study aimed to 2; Preparatory optimism among elementary school teachers. Prevalence optimism among elementary school teachers according to, the sex variable (male-female). Academic vitality of primary school teachers. The academic vitality of primary school teachers according to gender variable (male -female). The correlation between the preparatory optimism and the academic vitality of primary school teachers. This study was limited to elementary school teachers in Babil governorate and both sexes (male and female). The 450 teachers were selected in random ways. To achieve the objectives of the research, the researcher built the measure of optimism and preparation of the virtual honesty and stability using the Vaccronbach method, the stability factor (0.85) and the final scale of the scale were (33). The researcher also constructed a measure of academic vitality and extracted the apparent honesty. Stability was obtained using the Vaccronbach method and the stability coefficient (0.84) was composed of (33) paragraphs. After applying the measurements on the research sample and applying the data and processing them statistically the most important results: the average of their preparatory optimism is less than the average mean. There are no statistically significant differences in preparatory optimism according to sex variable. Increase the mean of their academic vitality to the mean average of the scale. There are differences of statistical significance in the academic life according to, gender variable and in favor of males. There is a weak positive relationship between academic optimism and academic vitality. In light of the results of the research, the researcher recommended the strengthening of the system of assessment of the first teacher which makes the competition between teachers in order to obtain this level and reach any teacher unless it is highly prepared. The researcher suggested a number of studies and scientific research, conduct similar studies of current research on different age groups and in other study stages and compare their results with current research results.

**Key words:** Academic, weak, current research, assessment, strengthening, vaccronbach method

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### INTRODUCTION

**First; The problem of research:** There is no doubt that the profession of education at present is one of the professions that face many problems either because it is difficult if the owner of it did it faithfully and sincerely or because it commercial if the owner did it for profit and gain and running for money from the private lessons as well as that the teacher in position of criticism and observation from the various contacts of the pupils and parents and guides and the management of the school, this on the one hand and on the other hand also the teacher is subjected to self-blame and reprimand and can not match his psychological and physical abilities with the level he wants to reach professionally. Some teachers also have to conceal their true feelings and create

attitudes that do not conform to their feelings and may demonstrate to their students confident and fun while they are actually suffering from stress and boredom (Spring, 2010).

One of the reasons for this is that many teachers complain about the overcrowding of students in which increases their fatigue as they attributed to this overcrowding multiple results, the most important of which is the low level of achievement of students and the difficulty of observing individual differences (Al-Dhahri, 2011).

On the one hand and on the other hand, often the students disappoint the teachers as the teacher makes the effort in explaining and clarifying and then find the students are indifferent or inattentive which makes the teacher frustrated sometimes the teacher scapegoat or

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a peg. The students attached on their failure to academic achievement and the real reason is due to their inaction and neglect and sometimes shared by parents (Spring, 2010). Which may adversely affect the vitality and activity of the teacher which is linked to the personality traits that work to create patterns of heterogeneous characteristics create the teacher's readiness and require different environmental or educational tasks.

This means that vitality and activity can be influenced by internal and external factors as they may be vitality internal, becoming more apparent in the challenge, perseverance, curiosity, independent ability or external vitality become more clarity in choosing the easy duties to do to satisfy parents and teachers and rely on others to accomplish tasks (Chile, 2008).

And lead to the low abilities of teachers and often feel that they are unable and incompetent in the face of burdens of life and the lack of organization make them unable to organize their things which contributes to creation a troubled personality is not impressive and does not depend on.

The study showed that the sense of duty is the most important attribute of the teacher as the weakness of this character in the character makes the teacher feel apathetic, unreliable and do not rely on it as the teacher is characterized by low vitality of his struggle for the achievement and the teacher is characterized by a lack of vitality in the lack of struggle for achievement, lacking vitality (exhausted) perhaps laziness completely, there is nothing to pay him for success as well as low daily work (routine) and easy to discourage his mettle and the other aspect of the vitality is deceleration which means that the drop makes the teacher a calf and hectic and many words (Slim and Hanna, 1999).

The researcher's observations that many schools in the present time suffer from overcrowding because of the large number of students in one classroom as well as the chairs in the classrooms suffer from the shortage of many and many of them, so, we find a lot of students during the exams are sitting on the ground which exposes them to the dust and cold and moisture soil, especially, if we know that many of the study times are in the winter as well many schools are working in three shifts because of the lack of schools and even existing ones suffer a lot of lack of basic service. These and other reasons are likely to affect the extent to which the teacher is prepared to be optimistic, especially, if we know that many of these problems in schools are increasing not decreasing which may affect the vitality and activity of the teacher while carrying out his daily duties in primary schools. Therefore, the problem of research is to answer the

question of whether there is a relationship between the preparatory optimism and academic vitality of primary school teachers?

**Second; The importance of research:** Is the profession of education from the oldest professions in the world and the most dangerous and important because of their great impact in the upbringing of generations and refers to Jandler, one of the interested in education that the profession of education is the mother profession for all professions because it is a precedent for all professions and necessary for it. It is the main source that paves the way for other professions and fills every area of life with the necessary trained and qualified human staff.

In order for the teacher to do his research correctly, he must have an appropriate level of academic vitality. Therefore, the vitality of the contemporary issues in the educational psychology which the researchers have been busy for many years is that the individuals who have a self-contained academic vitality and an internal discipline that shares the performance of the task, activity or effectiveness with all vitality, seriousness and perseverance. It is not a way to get something or an external enhancement but to accomplish the task or activity as a final desirable goal. The individual harnesses all his energies and abilities to obtain the new data, information and experiences required for his or her duties or which facilitates excellence, competence and proficiency in achieving high academic performance, achieving self-esteem and achieving self-promotion-internal is the satisfaction of the individual for the performance of his work and duties and activities and satisfaction with himself (Al-Kharafi, 2013).

The vitality is two complementary aspects that make them the cause of behavior and directed to it and not just an internal motivation without a goal. The inner face of vitality is the motivation that generates an individual's tendency to activity and movement. The other side is the motive that expresses the external position that suits and satisfies it.

Behavior can be seen as a result of forces emanating from within the individual and from outside. In some cases, the external circumstances induce an individual to do a certain act and at other times it is driven by a feeling from within. But what happens most often is that what he does is the result of mutual interaction between many internal and external forces and the internal forces are needs and interests and curiosity, types of anxiety and tendencies and psychological trends, etc. While external forces are the aspects of the individual's position and may be as attractive or as disturbing as other's expectations, attitudes or rewards, threats and punishment.

If human behavior is the determinant of personality-building, vitality is the key to behavior. The Brophy (1998) study suggests that when we are driven from inside, we do not need incentives or punishment that makes us work. Activity itself is a self-motivation for us. We enjoy the task we are in. If driven from outside, we are not interested in activity for ourselves but in consequences.

So, it can be said that the success of the educational process only with the help of the teacher, the teacher and the qualities of the competencies and the desire to work is what helps the student to learn and prepare to acquire the appropriate educational experiences that everything must be adapted to the funding and preparations abilities and academic and educational level. Therefore, the teacher is still the element that makes the process of learning and successful education and is still the person who helps to achieve the objectives of the educational institution in which he works and then achieve the educational goals without the assistant teacher and supervision a student can not learn correctly regardless of the educational stage in which he or she is located (Amayreh, 2002).

Many studies referred to (60) of the success of the education process (or the success of the school) is mainly due to the teacher if it is the values of honesty, faithful and emotional involvement of the students if it is characterized by emotional stability and wide horizons If is in a democratic direction, the students will usually be in harmony with the teacher in situations where the teacher is healthy have no psychological stress, so that, the students will be healthy and psychologically able to solve their problems and gain healthy attitudes towards progress and success (Mohammed, 2005).

This depends on the extent to which the individual has the readiness because what is currently being exposed to the individual in the current psychological conflicts as a result of their impulses towards their ambitions on the one hand and the complexity of life and increasing pressure and tension on the other hand leading to instability and the difficulty of consensus cause concern for their future, falling prey to this concern and then become the manifestations of anxiety and disorder pattern of behavior such as fear of the future and the sense of lack and hesitation and suspicion and thus, to lack of optimistic preparatory to the future (Issawi and Mohammed, 1998).

The importance of preparatory optimistic as explained by Ansari (1998) that optimism helps individuals to focus on positive performance expectations (Sulaiman, 2007). Optimism means expecting a strong expectation that things often turn out to be right in life, despite the

setbacks and frustrations as well as optimism protects people from falling into the indifference and loss of hope and depression in the face of the difficulties of life, optimism means the outcome of human gains in his life to be realistic. It is a combination of reasonable talent with the ability to continue to challenge the failure to reach success which addresses the sense that includes an emotional position and defines Sejmán concept of optimism about how people explain their success or failure. The optimist is the reason why he can change it to succeed next time.

At a time of increased psychological pressure, so, the concept of optimism preparatory one of the most prominent preparations in the face of the negative results of the psychological and social pressures that face teachers in their daily lives which are attracted by the rapid and stunning changes in all fields of political, social and psychological life represented by the revolution of the current era expressed in the revolution of communication and its tools satellite and internet, all this prompted researchers to address the study of psychological concepts corresponding to these changes including the concepts of optimism and the quality of life. Therefore, counting the concept of optimistic preparation of the important psychological concepts that took the lead in various modern psychological studies, it has shown many dialectical things. Although, this concept is important in human life in general and mental life in particular, its history of interest is relatively recent (Ansari, 1998).

Therefore, the modern theory of education which derives its origins from the social input in education which assumes that the teacher with positive psychological characteristics of constructive education is more adequate than others, education is seen as an activity characterized by social skills and depends on the interrelationships and effective communication between the teacher and the students. It can teach the social skills as well as the skills of the motor and whatever the work that the individual can be affected by his psychological health helps the individual to strive for self-fulfillment and advancement and therefore, works to master his career until he reaches the highest level of success in his career (Qatishat *et al.*, 2009). This indicates that the mental health of the teacher is closely related to his adequacy and his social relationship with his colleagues in the work and his superiors. It is closely and strongly related to his readiness, perseverance, enthusiasm and stability in him (Dweidar, 1995).

Teachers with poor mental health are the most disgruntled teachers and the most troubling to their colleagues not to mention their constant complaints from

all around them (Spring, 2010). Therefore, the Heron study indicates teachers who are psychologically more likely to continue to teach.

On the one hand and on the other hand highlights the importance of the teacher in its impact on the mental health of students is the real alternative to parents and at the same time complementary to their role scientifically and psychologically, to collect knowledge and create positive attitudes towards school subjects and the school itself (Zoghair and Yousef, 2010).

Therefore, the personal qualities that must be met by the successful teacher is the emotional balance, so, as not to facilitate harassment and does not appear moody image agitated anger, so, the teacher must strive himself to gain the virtue of patience and capacity of chest and skin and dignity and reassurance and others which inspires the students in the tranquility and brightness (Amiri, 2009).

The teacher must have a degree of psychological stability, not be volatile mood, fast-changing disturbed by the intensity of emotions or malaise or excessive sensitivity as well as several mental disorders (Amery, 2009).

A teacher who is satisfied with work has a motivation to improve his work the study indicates that there is a correlative relationship between job satisfaction and job performance and therefore, less absenteeism.

The scientific and psychological aspects of the teacher itself should not be overlooked in terms of its value in its composition as a teacher and in terms of its impact on students and so, we note the dual relationship to mental health teacher, it must first be enjoyable psychological health and second, to be able to plan the mental health of pupils. It is noted that most optimists unrealistically or in realistically also adopt some different strategies in their attempts to overcome the pressures that surround them or are facing them but unrealistically and away from the real reality and to rebalance them to these difficulties and daily psychological stresses and health.

Tyler and others as reported by Ansari (1998) that optimism is associated with some pressing and difficult situations in life such as the incidence of some diseases while the feature of optimism refers to attempts to adapt to the problems and overcome the results constantly.

The results of the studies indicate that there is a relationship between the individual's optimism and the culture in which he lives. Individuals in countries and societies differ in their unrealistic optimism because of their different cultures, customs, values and socialization

methods if tebrz and camrt mentioned it is said that there are cultural differences between individuals while the study of which was conducted with the aim of making cultural comparisons between Canadians and Japanese in the realistic optimism that Canadians had a higher average of Japanese in unrealistic optimism.

Both Shire and Carver said that, preparatory optimism is a conviction of the effectiveness of preventive measures and certainty of the possibility of performing work to maintain health.

It can be noted through this that the optimism of preparation makes the researcher foretold the future but at the same time is a conviction of the effectiveness of preventive measures and certainty of the possibility of performing work to maintain health.

It can be noted through this that the optimism of preparation makes the researcher foretold the future but at the same time appreciates the danger contained the risk is likely to occur and this leads him to act cautiously and to follow the precautionary measures. All of which may affect its performance including academic vitality as it may be dependent on the existence of psychological security of individuals which may be affected by the extent of the individual's readiness to optimism or to certain groups linked by social or class or educational link. The need for psychological security in the forefront of psychological needs (non-organic) and the most important at all and if satisfied by the human being prepared to satisfy his psychological and social needs. The need for security includes the avoidance of pain, freedom from fear whatever its source, a sense of security and reassurance, this need arises only after the biological needs are satisfied, even partially.

Therefore, Heinon noted that individuals with optimistic optimism adopt positive expectations about their future lives and hope to achieve the results they want they see their hopes as achievable and therefore, persevere in order to reach them. On the contrary, people who see access to results as difficult and unlikely do not continue to pursue their goals and lessen their efforts to do so. It should be borne in mind that some occupations are more psychological including the teacher's job because the teacher's job is not limited to education but is a teacher in the first place and does not stop its impact in the school on the technical skills of scientific materials only but on the trends and beliefs reflected in the students who see him as the example and ideal for them.

So, educators have to make life an independent goal in the primary stage and to develop in the pupils how they look for the reason for their existence and believe in the existence of a goal of the life of every human being and to

seek to achieve this goal, i.e., to teach him the belief that life has goals and goals and to reject the idea of the absurdity of life, to accept what is positive and optimistic and to exploit negative events and to motivate them to develop, innovate and live in life.

Therefore, optimism can lead to a long-term role in our lives and in our behaviors and in our relations with others and in our plans to see them in the near and distant future and do not exaggerate if we say that all the positive activities in our lives, whether thought or passion or work are related to which works in our psychological system of optimism and what is common in our hearts of feelings but affects the most in our perception of external reality and that all our success and the tasks we are doing depend on our sense of optimism and provide objective possibilities but depends on our sense of optimism and this is enough to achieve the goals and achieve success in life that is if there is not enough potential and optimism The individual can not take any step in his progress in life unless he preaches success in advance and felt satisfaction and compatibility with his demands and start from his ability to accomplish the work to the arising between him and others relationships and the decisions of the people and about himself and the resulting sense of happiness or misery, optimist takes optimism from a starting point to a more successful and bright future than the present is increasing optimism in the individual.

**The importance of the current research in:** The theoretical importance has been clearly demonstrated in through the researcher reviewed studies and literature addressed to the subject of optimism and preparatory academic vitality in the performance of the individual and in particular the teacher. It is the first research and to the knowledge of the researcher to find out. The relationship between the preparatory optimism and the academic vitality of primary school teachers.

The practical importance: availability of tools can be used to study the optimism and preparatory academic vitality in occupations other than the profession of the teacher. Results can provide a group of educators in promoting the optimism of preparatory and increase the academic vitality of teachers.

### **Third; Research objectives**

**Aims of the research:** Preparatory optimism of primary school teachers. Prevalence optimism among elementary school teachers according to, the sex variable (male-female). Academic vitality of primary school teachers. The academic vitality of primary school teachers according to, gender variable (male-female). The correlation between the preparatory optimism and the academic vitality of primary school teachers.

**Forth; Limitations of the research:** The current research is determined by the study of the preparatory optimism and its relationship with the academic vitality of teachers and teachers of primary schools in the province of Babylon for the academic year (2017-2018).

**Fifth: terms limitation; First: preparatory optimism it defined by both:** Shire and Carver as a positive outlook and turn to life and belief in the possibility of achieving desires in the future and the belief that the possibility of good and good side instead of the evil or bad side. That it is a conviction of the effectiveness of preventive measures and certainty of the possibility of such measures in order to maintain health. The researcher adopted the definition of Shire and Carver.

The procedural definition is the degree to which the respondent obtains through his answer to the elements of the optimistic measure of optimism.

### **Second, the academic vitality**

**Was defined by both:** Webster and the function of consciousness in the sense The advantages and commitment to work and the ability to distinguish what is ethically acceptable Webster. Badawi the full performance on the basis of the individual criteria that satisfy what he does or would like to do the actions or denial.

Martin *et al.* (2010) the ability to deal with academic challenges and obstacles of daily life. The researcher adopted the definition of theoretical definition of research because it is based on the theory Desi.

**Procedural definition:** is the degree obtained by the respondent by answering the paragraphs of the scale adopted in this research.

### **Literature review**

#### **Conceptual framework**

**The concept of optimism:** Studies and research have shown that the concept of optimism in the field of psychological research is relatively recent, despite its importance and did not receive the attention of psychologists except during the last period. Psychologists ignored him and did not pay enough attention to him in comparison to the attention they have paid to other psychological concepts over many years. (Ansari, 1998).

In the early seventies of this century, studies and research dealing with this concept began to increase, through several angles and trends. Nevertheless, optimism remains among the variables that researchers differ in terms of its definition and measurement by

varying degrees of content. In general, psychologists, especially those interested in personality, Psychological psychology, social psychology and mental health in this concept of study and analysis and its relation to some personal variables as these studies have shown that this concept has an important role in influencing human life negatively or positively. Optimism can be seen as a bipolar characteristic of personality, centered on a particular vision of the future, also notes that optimism is a willingness within an individual, centered on the general expectation of good or positive things, anticipating the positive results of future events. And confirm the existence of individual differences in it (Melhem, 2000).

The concept of optimism is linked to the concept of 'source of control' and is meant by the extent to which an individual feels his ability to influence the events that he or she is concerned. Individuals with an external control source believe that what they may attain a pleasant and bad events due to external factors (luck, chance, fate, help others) individuals who have internal control source view those events to special factors by themselves (their abilities or their failure and courage).

And individuals who have learned disability as a result of the repetition of bad events in their lives they can not avoid and have a strong sense of responsibility for external factors in their events. Experiences of the learned disability showed that two-thirds of the sample of the experimental group succumbed to the difficult circumstances during the experiment because of their inability to pass it while the other third of the sample refuses to surrender and continues its attempts to break the deadlock. Seligman found that the difference between these two groups lies in the level of optimism the sample that continued in their attempts was more optimistic than the other group (Melhem, 2000).

Harris and Middleton differentiate between comparative optimism and unrealistic optimism that 'optimism' is a tendency within the individual to predict the general occurrence of positive things rather than the occurrence of negative things while they define 'comparative optimism'. As a tendency within the individual to predict the general occurrence of things that are positive to him than to others and predicted the occurrence of negative things to others more than the occurrence of itself at the time known (unrealistic optimism) as a tendency within the individual is often expected to happen more positive things than what actually happens and expected the occurrence of negative things less than what actually happens.

Personal psychologists view optimism as a general background that surrounds the general psychological state of the individual. This situation has an effect on the

individual's behavior and expectations for the present and the future. This view is based on the fact that optimism is a relatively consistent feature of the individual's personality. This curve has its importance and weight in the study of optimism and among the views presented by the owners of social learning theory as mentioned (Vibel, Hall). The building of the personality of the individual consists of expectations, goals, aspirations and self-activities where these buildings interactively by learning by observation which is in light of the concepts of alarm and response and strengthening. Therefore, the behavior of the individual relates to the date of consolidation of some positions and thus vary individuals in their expectations for success or failure in the future events of the fact that the trait (in personality-not the case of (State)) distributed grades between individuals according to individual differences between them this characteristic is usually directed towards the future and is linked to the positive aspects of human behavior and various aspects of personality and can also have a good impact on the mental and physical health of the individual (Ansari, 1998).

#### **Psychological literature noted that optimism is divided into several types:**

- Preparatory optimism (Shire in 1995)
- Unrealistic optimism (Neil and Einstein in 1981)
- Strategic optimism (Norman and Cantor in 1986)
- Defendor optimism (Shely and Taylor in 1989, Ralf and Shfarts in 1994)
- Comparative optimism (Harris and Middleton in 1994)
- Social optimism (Carl and Schwarz in 1997)
- Functional optimism (Chile in 2008)
- Naive optimism ( Epstain and Maire in 1989)
- Illusionist optimism (Taylor and Brown)

**Factors affecting optimism:** Optimism is influenced by other characteristics and cognitive methods and trends in many factors that determine the degree of each in individuals and the most important factors are what follows:

Biological factors include inherited preparations. Some scientists have assumed that they have a role to play in gaining an individual's optimism, although, the environment is later responsible for the possibility of strengthening or reducing their presence in individuals Genetic determinants or inherited preparations have had a significant impact on the origin and shape of optimism. Reporters of anthropology supported the effect of heredity on oral optimism such as the abundance of lactation and subsequent lactation or in lactation and subsequent fattening. Optimism often arises from a person's activity and mental and nervous power. He may again provide himself with the right ideas.

Social factors are the socialization and different experiences that characterize the individual and help him to acquire various skills (Ansari, 1998) and are affected by several sources including. Emotional experiences daily affect the mood and emotional thinking. People generally if they are in a good psychological state have a tendency to think positive and optimistic, whether they draw plans or make decisions and here occurs partly. Because the memory that determines the mood makes us remember the most positive events, so, we need to evaluate the event in a positive direction (Golman, 2000).

Parental treatment parental therapy plays an important role in highlighting optimism through the way parents evaluate success and failure and how to interpret it. The student who fails in his studies and finds support from his parents and gives him hope to do more, may be reinforced by feelings of optimism to become failure has an additional incentive to gather the capabilities and efforts to succeed in the future but if this failure of the parents received a rebuke and sense of incompetence and lack of value, this entrenched feelings of guilt and failure he, thus, succumbed to failure and frustration until he was overcome with pessimistic thinking.

Sudden, social attitudes the person who encounters a series of surrounding situations in his life tends to fail and vice versa (Ansari, 1998).

Economic and political factors Rochel Russell notes that the continued economic decline which has reduced the potential for employment or employment in most Western countries, since, the late 1970s has undoubtedly affected the goals of life. Young people develop their lives because of uncertainty about the future. It is generally expected that young people will develop their attitudes under these circumstances and become very hesitant about making plans for their lives, especially in the field of work which affects their optimism rates (Ansari, 1998).

## **Second; Academic vitality**

**Evolution of the concept of vitality:** The subject of academic vitality is one of the most important topics of psychology and the significance of both the highest level of personal or community, it is difficult to challenge many of the psychological problems without attention to the motives of the organism which plays the key role in determining the strength and direction of his behavior and how to express it. The study of the motives of human behavior increases the individual's understanding of himself and the others around him because our knowledge of ourselves increases greatly if we know the motives that drive us and push us to do multiple kinds of behavior in all living conditions.

The historical development of the concept of vitality indicates that since, the early 20th century, the subject of vitality has become an important subject in psychology, thanks to the efforts of the world an English behavioral scientist who called motives 'instincts' and defined them as forces inherited from rationality forcing behavior to a certain direction and it is all what people do and feel and think about it The list (McDougall) which was interpreted in 1908 (what is coming-((Curiosity 'aversion' aggressive 'self-assertion' escape 'reproduction (reproduction)' hunger 'social' appropriation 'composition) "Hunger" social 'appropriation'). Many scientists have not only added to this list but have added thousands of instincts that make the individual possess certain morals (Davidov, 1991).

Freud has adopted instinctive views and tried to explain the behavior of man by two essential instincts are the instinct of life represented by the principle of pleasure and death instinct, represented by the principle of aggression and clearly reflects the view of Haid and intention that spoke to Huiz other scientists have assumed a greater number of instincts than those mentioned by McDougall and Freud. The number of instincts was hundreds but thousands which subsequently weakened the instinctive views. The difficulties encountered by instinct theory were that studies. Anthropology has shown that some tribes do not appear to have aggression at all and since, all instinct theory owners agree that aggression is a fundamental instinct in all people and its absence in some people is a fundamental challenge to this theory and found other tribes they do not show to have a disposition at all.

Therefore, the interpretation of the theory of instincts of human behavior is no more than a description of what is done by man and not a real explanation for him as instincts describe the behavior does not explain it, saying that the person is fighting because he has the instinct of aggression does not increase and does not reduce our knowledge but it does not help us to control human behavior because of the difficulties encountered by the theory of instincts replaced the interpretation of instincts in the sense of need or motivation.

Vital is an internal state of physical or psychological raises behavior in certain conditions and continue until the end to a certain point or is a state of physical and psychological tension to raise the behavior and communication until this tension subsides or disappear and restore the individual's balance The origin of the motive is to be latent and unobtrusive to find the circumstances of what activates and stimulates and

stimuli or stimuli internally or externally is what refers the motive of the state of latency to the state of activity in this way we can describe the biography of motives.

The motives are situations and preparations that we do not immediately notice but rather deduce from the general direction of behavior. If the behavior is directed towards food, we conclude that the motive of hunger, although, directed towards drink is derived from the thirst motive. If we were going to meet people, we concluded that motivation was a social motive (Mihai, 2010).

In recent years, the subject of academic vitality has been the focus of many researchers and researchers in the educational and psychological sciences as the academic vitality of the self is concerned with the completion of activities for the same activities, fun is inherent in the activity it self. The source of academic vitality is the learner himself, so, he is given to learning driven by an inner desire to satisfy himself and to seek pleasure from learning and gain the knowledge and skills he loves and tends to because of its great importance to him.

Self-vitality is a prerequisite for self-learning and continuous learning. It is important to move the motivation of learning from the external to the inner level and to teach the learner how to learn to be able to continue self-learning in the areas in which he developed his interests and tendencies towards him which leads him to continue learning for life.

**The motivations of multiple faces include:** Direction, readiness, instinct, emotion, need, purpose, alertness, excitement, inclination, desire, motivation, interest, motivation, character, purpose and purpose (Mihai, 2010).

**Classification of vitality: types of vitality:** The human motives are countless and the process of covering all forms of human behavior, although, the differences between them are not necessary for the organism because of its association with basic physiological needs including what they have gained through learning and practice. Whether directly or indirectly and motives that may represent other manifestations. They are as follows:

**Internal vitality:** The learner's source is the same as he is given to learning driven by an inner desire to satisfy himself in the pursuit of the pleasure of learning and acquiring the skills and knowledge he loves or tends to be important to him. Therefore, self-academic motivation is a necessary condition for lifelong learning (Muhammad, 2005).

Internally paid individuals are more persistent and insistent on accomplishing tasks, especially difficult ones and they do, so, willingly, without coercion and show a definite desire to learn (AL-Rimawi, 2004).

**External vitality:** Means to perform the task or work for factors and reasons beyond the person or task such as seeking a person to obtain a financial reward or get a high mark in the exam or to gain fame and reputation among people. It is associated with greater activity or enthusiasm in accomplishing the various tasks. Externally vital individuals need to be constantly circumvented and manipulated and care only about the minimum requirements dictated by their presence in class (AL-Rimawi, 2004).

**Intermediate vitality:** Motivation outside the subject of learning is the desire of the learner to satisfy his parents or mentor to obtain the reward or need to raise money or satisfy his hobby and this activity issued by him is a means to achieve a certain goal and not an end in itself (Rajeh, 1984). Another classification of vitality is classified into two main groups.

**First; Biological vitality origin:** This type of motivation expresses the primary physiological needs and includes food, drink and conservation of species and its satisfaction is due to the restoration of the biological balance of the organism. These needs are stimulated by hunger, thirst and sex drive. These motives are which are characterized by the intensity and movement in the request to satisfy them and diminish and diminish its effect once satisfied and innate and inherited and do not differ depending on the type or cultural framework and these motives are difficult to rely on in human learning.

**Second; The vitality of the psychology of origin:** Is the human growth and integrity of the personality and be acquired and learned from the special cultural framework and different methods of expression and satisfaction because they vary according to, the cultural framework and the value of the individual and level of education and the proportion of intelligence and culture. These motives are divided into two categories:

**Individual inner vitality:** It is the driving force of the spontaneous self-activity of the individual and stands behind his academic or professional achievements. The individual who desires to read for personal pleasure based on the motivation of knowledge and understanding is driven by a firmer and more stable inner motivation. And strength because it achieves self-satisfaction and therefore, the impact of individual internal drives on the level of performance and individual achievement outweighs the impact of external social drives. And falls under these motives motivated curiosity and motivated



efficiency or competition and motivation of achievement and the most important methods The expression of individuals on the motive of competition, efficiency and motivation to achieve what comes.

They prefer to work on tasks that challenge their abilities, so that, these tasks are promising to succeed and do not accept the tasks in which success is confirmed or impossible.

They prefer to choose tasks that have a degree of foresight the expected results of science and the amount of time and the required effort.

They prefer tasks in which their performance is compared to that of others and they have a high ability to reconcile their abilities and the tasks they choose.

**External social vitality:** It is a composite motivation that directs an individual's behavior to be acceptable as a member of the group to which he belongs and to be the concern of others and to establish and make friendships and conservative power or control need for power and related to the tendency to control and influence others. A sense of self-assertion, fame, leadership and resistance to the influence of others (Hussein and Shalaby, 1998).

**Factors that influence the development of vital learning:** The strength of the vitality of learning depends on taking into account a number of things including the teacher's determination of the experience to be learned leads to an understanding of the situation in which the students work that will lead to stimulating activity directed to achieve the goal and choice of goals where they are linked to motives on one hand and the type of activity practiced on the other hand that the goal chosen by the teacher appropriate to the level of mental preparation of students because they refrain from making any effort to achieve the goal is not reachable as well as the use of direct reinforcement after achieving the goal because it would to increase the active force of the motive.

**MATERIALS AND METHODS**

The descriptive approach includes the collection, analysis, measurement and interpretation of information and data. It is a precise, systematic and analytical method of the phenomenon and the problem to be examined in an objective and honest manner including achieves the research objectives (Jubouri, 2012). This method is also used in order to predict the future and control its phenomena and variables as it aims to compare the different phenomena or between the elements of one phenomenon which provides us with accurate information

Table 1: Pearson correlation coefficient with tabular values

No.	R
-1	0.355
-2	0.361
-3	0.324
-4	0.297
-5	0.331
6	0.238
7	0.373
8	0.396
9	0.354
10	0.192
11	0.241
-12	0.622
-13	0.566
-14	0.241
-15	0.380
16	0.357
17	0.472
18	0.485
19	0.451
20	0.365
-21	0.354
-22	0.369
-23	0.419
-24	0.300
-25	0.337
26	0.223
27	0.374
28	0.274
29	0.316
30	0.351
31	0.341
-32	0.525
-33	0.327

about the phenomenon in its present form and contribute to the development of accurate perceptions to control and guide the future.

**Population of research:** It means all the items or units that appear under the research. The community may be the inhabitants of a city or a group of farms in a certain area. The current research community consists of teachers and teachers in the public schools affiliated to the General Directorate for the Education of Babylon with a total number of (17685) teachers (male and female) (Table 1).

**The sample of the research:** The part of the society in which the study is chosen by the researcher to conduct his study according to, special rules to represent the society properly. And in order to obtain representative representations of the society correctly and seek to obtain a distinct characteristic of society (Fatali, 2014).

The researcher chose a random sample of (445) teachers and teachers of the General Directorate for the Education of Babylon and thus, the percentage of the sample to the community (2.5%). Melhem (2000) points out that the sample size is (10%) few thousands (20%) as the community was small (a few hundred) and (<5%) for

a very large community (tens of thousands) (Melhem, 2000). The number of teachers (male-218) and the number of teachers (female-227). The sample was distributed to 22 schools for teachers.

**A sample statistical analysis:** The sample of the statistical analysis aims to extract the psychometric characteristics of the scale. The sample of the statistical analysis consists of 400 teachers in primary schools in Babil governorate.

**Instruments of research:** Since, the current research examines two variables: academic optimism and academic vitality. In order to achieve the objectives of the research, there must be two tools to measure the variables of research. They are as follows:

**The measure of optimism preparatory:** After the researcher reviewed the literature and previous studies did not find a tool to measure the optimism of preparatory and therefore, the researcher built the scale note the planning for the scale consider as a part of planning for the research in general (Al-Jabri, 2011).

Therefore, there are specific scientific steps to construct standards including personal measures which should begin by defining the theoretical bases on which the researcher builds the scale. Psychologists to the need to identify structural concepts and theoretical premises on which the researcher depends on building the scale before starting the practical steps to build it (Cronbach, 1970) as follows.

**Defining the concept of optimistic readiness:** After studying the literature and previous studies which studied the subject of optimism, the preparatory adopted the definition of Shire and 1985 Carver defined it as a positive outlook, a desire for life, a belief in the possibility of realizing desires in the future and a belief in the possibility of good and good, rather than evil or bad side.

**Preparation of paragraphs of the scale in its preliminary form:** In the light of the definition of optimism and preparation of the pre-view literature and previous studies which dealt with optimism in general, the researcher was able to build a measure consists of ((33 paragraphs divided into three areas are) the future and consists of (10) paragraph, setting goals and consists of (10) paragraph perseverance. It consists of (13) paragraphs) and the researcher developed five alternatives (apply perfectly, apply frequently, apply sometimes, rarely apply, never apply).

**The validity of the paragraphs:** After the paragraphs of the scale (33) paragraphs and to determine the validity of the paragraphs, the paragraphs were presented to (20) specialists of the arbitrators in education and psychology (Appendix 2) and asked them to assess the ability of each paragraph of the scale in measuring optimism (4). The expert opinions were analyzed statistically by using the "square" rule of one sample. It appears that the value of the calculated  $\chi^2$  was statistically significant for all paragraphs at a level of 0.05 and a degree of freedom (1). Thus, the arbitrators did not reject any of the paragraphs.

**Application of the survey of the scale:** The purpose of this application is to see how clear the meter's instructions are the extent of the clarity of the paragraphs in terms of formulation and the meaning of the calculation of the time taken to answer the scale and to achieve this goal, the researcher applied the scale to a sample of (40) teacher and teacher from the school of the stability of mixed primary school and the will of mixed primary life of schools under the Directorate General of the Province of Babil (20) teacher and teacher of each school has been shown that the paragraphs of the scale and instructions were clear and understandable and the time taken ranged between (8-10) min.

**Statistical analysis of the paragraphs of the measure of preparatory optimism**

**Discriminatory power:** The purpose of paragraph analysis is to obtain data through which to calculate the excellence of the standard paragraphs. The distinguishing strength of the paragraphs demonstrates their ability to distinguish between the distinguished individuals in the character measured by the measure and the weak individuals in that capacity (Ebel, 1972). The analysis of paragraphs requires a sample that is proportional to the size of the paragraphs to be analyzed. Nunnally (1978) points out that the minimum allowed is 5-10.

The researcher extracted the discriminate force in the way of the two terminal groups: after applying the measure of optimistic optimism on the sample of the statistical analysis of (400) teachers, the researcher extracted the discriminating power in the 2 ways.

The method of the two endpoints and after correcting the questionnaires he arranged them from top to bottom (27%) to represent the top group which amounted to (108) form and (27%) to represent the minimum group which amounted to (108) form and for the purpose of knowledge of discriminatory power used the researcher testing the two independent samples.

Table 2: The results of the correlation coefficients of the degree of the paragraph to the total degree of the field to which it belongs

No.	Future	No.	Determination goals	No.	Perseverance
-1	0.336	11	0.318	-21	0.344
-2	0.257	-12	0.281	-22	0.411
-3	0.315	-13	0.228	-23	0.246
-4	0.297	-14	0.348	-24	0.306
-5	0.364	-15	0.366	-25	0.397
6	0.345	16	0.208	26	0.253
7	0.220	17	0.360	27	0.294
8	0.386	18	0.296	28	0.358
9	0.309	19	0.374	29	0.378
10	0.335	20	0.321	30	0.406
				31	0.293
				-32	0.358
				-33	0.288

Table 3: Coefficient of the result relationship between the field with the other fields for preparatory optimism

Field	Relation
Future	0.325
Determination goal	0.360
Perseverance	0.392

It appears that the calculated t-values was greater than the tabular value (1.96) at the level of significance (05.0) and the degree of freedom (214) which means that all the paragraphs are distinct. Relation of the degree of the paragraph to the overall degree of the scale. This method is based in the extraction of internal consistency of the paragraph on the correlation between the scores of each paragraph and the total score of the scale (Nunnally, 1978).

Each paragraph measures the same behavioral dimension measured by the scale, thus, giving an indication that each of the paragraphs of the scale follows the same path in which the scale moves in all its paragraphs.

The Person correlation coefficient correlation coefficient was used to find the correlation between the scores of each paragraph and the total score of the scale. All correlation coefficients for the standard optimism parameters were statistically significant at the level of (05.0) and the Pearson scale value (2) explains this (Table 2).

**Link the degree of the paragraph to the total degree of the field to which it belongs:** To verify the correlation of the score of the paragraph to the total extent of the field to which it belongs, the researcher used the Pearson correlation coefficient and the correlation coefficients between the degree of each paragraph and the field to which it belongs as in Table 3.

From the Table 3, the vertebrates obtained a good level with the first level being between 0.22-0.386 and the second field (0.208 -0.366). The third field ranged from 0.23-0.406.

Table 4: The coefficients value correlation Bersonne to the relationship paragraph with total degree for academic vitality scale

No.	Bersonne value
-1	0.270
-2	0.295
-3	0.409
-4	0.347
-5	0.415
-6	0.243
-7	0.319
-8	0.322
-9	0.307
-10	0.361
-11	0.265
-12	0.286
-13	0.207
-14	0.364
-15	0.243
-16	0.283
-17	0.305
-18	0.230
-19	0.242
20	0.386
21	0.308
22	0.359
-23	0.398
-24	0.352
-25	0.324
-26	0.225
-27	0.326
-28	0.277
-29	0.228
-30	0.211
31	0.387
32	0.255
33	0.319

**Relationship between the field with the other fields:**

Table 4 shows that the correlation coefficient is the first field (0.325) and the second field (0.36) the third field (0.392).

**Psychometric characteristics of the scale:** The specialists in psychological and educational measurement agree that honesty and consistency are the most important characteristics of the psychometric that must be provided in the test regardless of its use as follows.

**Honesty:** Is one of the most important characteristics in the tests and educational and psychological measures is related to the goal that was set for it and the decision that it takes based on its grades, the good measure must be sincere (Allam, 2000). It is an important means of judging the validity of the measure. For this purpose, several types of honesty have been achieved for the measurement of the following.

**The apparent honesty:** The search means what the measure appears to measure, the working aspect of its external test or image in terms of the type and extent of its

formulation, the degree of clarity, accuracy, degree of objectivity and accuracy of the measurement of the appropriate time.

The researcher has found this kind of honesty by presenting the scale to a group of specialists in education and psychology as Rose in the paragraph validity paragraphs.

**The validity of construction:** Means the analysis of the scale of the scale based on the psychological construction of the phenomenon to be measured or in the light of a particular psychological concept. The extent to which it can be determined that the test measures a particular characteristic (Anastasi, 1976).

This was achieved by means of some indicators of the validity of the construction by extracting the power of the parity of the paragraphs in the way of the two groups and the correlation coefficients in the overall degree of the scale. The researcher obtained these indicators when processing the data statistically.

**Reliability scale:** Estimation of stability is one of the characteristics of a good scale, although, truth is more important than it is because the true measure is constant. The stability of the scale should be verified in spite of the indicators of its validity because there is no fully validated psychometric measure. Stability gives another indication of the accuracy of the scale. In order to achieve the stability of the current scale it was found in 2 ways.

**Alphacronbach method:** The Vecronbach equation is often used to calculate the stability of psychological measures based on the variation of the individual scores on the scales. The Vaccronbach coefficient is used because it provides us with a good estimate in most situations. It depends on the stability of the individual performance on the scale positions. The stability coefficient extracted for the current research is 0.85 which is a high stability coefficient and the measure is internally consistent because this equation reflects the consistency of the paragraphs internally (Nunnly, 1987).

**Reapplication of the test:** The researcher applied the test on a sample of (40) teacher and teacher has been re-applied to the same sample after 2 weeks, Adams believes that the reapplication of the measure to determine its stability (Ahmed, 2010), The value of stability (902.0) which is a good proportion according to, the standard of Ebel.

**Academic vitality scale:** After the researcher reviewed the literature and previous studies did not find a tool to

measure the vitality of the academic and based on the procedures for the construction of the scale, so that, the planning of the scale is part of planning for research in general (Al-Jabri, 2011), there are therefore, specific scientific steps to build standards. The personality that should begin to identify the theoretical premises on which the researcher based the construction of the scale as the specialists in the measurement of psychological to the need to identify the structural concepts and theoretical premises on which the researcher to build the scale before starting the practical steps to build it (Cronbach, 1970).

**The definition of the concept of academic vitality:** After studying the literature and previous studies that examined the subject of academic vitality, he adopted the definition of Martin and others as “the ability to deal with the academic challenges and obstacles of daily life” (Martin *et al.*, 2010).

**Preparation of paragraphs of the scale in its preliminary form:** In the light of the definition of academic vitality and after reading the literature and previous studies, the researcher was able to build a scale consisting of (40) paragraph and the alternatives were (apply perfectly, often, sometimes apply, rarely apply, never apply) (Appendix 3).

**The validity of paragraphs:** After preparing the paragraphs of the 40-item scale and determining the validity of the paragraphs, the paragraphs were presented to (20) specialists of the arbitrators in education and psychology (Appendix 2) and asked them to assess the extent to which each paragraph of the measure was able to measure the academic vitality that was measured. Analyzing the views of the experts statistically using the law of “square of Kay” for one sample.

It appears that the value of the square of Kai was statistically significant at the level of (0.05) and the degree of freedom (1). Thus, the arbitrators did not reject any of the paragraphs.

**The application of the survey of the scale:** The purpose of this application was to identify the extent to which the measurement instructions were clear and the clarity of the paragraphs in terms of wording and meaning. Calculating the time taken to answer the scale. To achieve this goal, the researcher applied the scale to a sample of (40) teachers and teachers from the school of mixed primary stability and the school of mixed primary will of life from the schools of the Directorate General of the province of Babylon (20 teachers and teachers from each school). It

Table 5: t-value to denote differences between arithmetic and center this speculation to scale the level of optimism the preparatory

Sample size	Hypothesis field	Arithmetic field	SD	df	t-value		Level of statistical significant
					Calculated	Tabular date	
445	99	99.18	3.720	444	0.994	1.96	0.05

was found that the paragraphs of the scale and instructions were clear and understandable and that the time took between (8-10) min.

**Statistical analysis of the biomagnetic scale**

**Discriminatory power:** The purpose of paragraph analysis is to obtain data through which to calculate the excellence of the standard paragraphs. The distinguishing strength of the paragraphs demonstrates their ability to distinguish between the distinguished individuals in the character measured by the measure and the weak individuals in that capacity (Ebel, 1972).

The analysis of paragraphs requires a sample that is proportional to the size of the paragraphs to be analyzed. Nunnally (1978) points out that the minimum allowed is 5-10. The researcher extracted the discriminatory power in two ways.

**Peripheral groups:** After the researcher applied the measure of optimism on the sample of the statistical analysis of (400) teachers and after the correction of the questionnaires arranged from top to bottom and take (27%) to represent the top group which amounted to (108) form and (27%). To represent the minimum group which reached (108) form and then used the test for two independent samples.

The calculated t-value was greater than the table value (1.96) at the level of significance (0.05) and the freedom degree (214) for (33) which means that all the paragraphs are distinct because the calculated t-value is higher than the tabular value.

**The degree of the paragraph is related to the total degree of the scale:** This method of extracting the internal consistency of the paragraph depends on the correlation between the scores of each paragraph and the total score of the scale (Nunnally, 1978). Each paragraph measures the same behavioral dimension measured by the scale, thus, giving an indication that each of the paragraphs of the scale follows the same path in which the scale moves in all its paragraphs.

Person correlation coefficients were used to find the correlation between the scores of each paragraph and the total score of the scale. All correlation coefficients of the BIOs were statistically significant at 0.05 and Pearson (Table) and Table 5 illustrates this.

**Psychometric characteristics of the scale:** The specialists in psychological and educational measurement agree that honesty and consistency are the most important characteristics of the psychometric that must be provided in the test regardless of its use as follows:

**Honesty:** Honesty is one of the most important characteristics in the tests and educational and psychological standards is related to the goal that was set for it and the decision that it takes on the basis of degrees, the good measure must be sincere (Allam, 2000). It is an important means of judging the validity of the measure (Mahmoud, 1999). For this purpose, several types of honesty have been achieved for the academic biometrics which are as follows.

**The apparent honesty:** The search means what the measurement seems to measure, namely, the working aspect of the test, the scale or external image of the test, in terms of the type and extent of the vocabulary, the degree of clarity, accuracy, degree of objectivity and accuracy of the scale. Type of honesty by presenting it to a group of arbitrators in education and psychology as explained in paragraph validity paragraphs.

**Construction validation:** Means the analysis of the scale of the scale based on the psychological construction of the phenomenon to be measured or in the light of a particular psychological concept.

The extent to which it can be determined that the test measures a particular characteristic (Anastasi, 1976). This was achieved by means of some indicators of the validity of the construction by extracting the power of the parity of the paragraphs in the way of the 2 groups and the correlation coefficients in the overall degree of the scale. The researcher obtained these indicators when processing the data statistically.

**Stability:** Stability is defined as consistency between results and the test is fixed if we obtain the same results when applied to the same individuals and under the same circumstances. Estimation of stability is one of the characteristics of a good scale, although, truth is more important than it is because the true measure is constant.

The stability of the scale should be verified in spite of its validity indicators because there is no fully

validated psychometric measure and stability gives another indication of the accuracy of the scale. Stability was verified by applying stability.

**Vaccronbach method:** The alpha coefficient method is an example of methods of analysis of variance in the calculation of the stability coefficient. This equation reflects the extent to which the scales are internally consistent. They measure the internal consistency and homogeneity of the test paragraphs (Anastasi, 1976). To verify the stability of the scale in this way, the scale was applied to the sample and the result was (0.845) is a good stability.

## RESULTS AND DISCUSSION

**Presentation, interpretation and discussion of the results:** This chapter includes a presentation of the results of the current research, according to, the objectives set out in the first chapter and by applying the research tools to the basic sample and statistical analysis of the data obtained, the results will be presented sequentially according to the sequence of objectives, of the conclusions, recommendations and proposals related to the results of the current research and the following syntax.

**The first objective: preparatory optimism for primary school teachers:** In order to achieve the first objective and after collecting the data obtained from the application of the preparatory optimism measure to the primary school teachers of the sample, the statistical treatment indicates that the arithmetic average of their grades reached 99.18 and the standard deviation of 3.720. order to test the significance of the difference between the arithmetic mean and the mean medium, the t-test equation was used for one sample at the level of significance (0.05) and the degree of freedom (499) as shown in Table 6. The calculated mean (99), the mean (99.18), the standard deviation (3.720), the calculated value (t) (0.994) at the freedom level (444) and the statistical significance level (0, The results of the current research are different from previous studies such as the Jane Salata Study and Keller Parker, whose findings indicated that individuals have a

good level of optimism and readiness. This optimism is linked to several factors affecting the level of the individual including physical health and emotional experience daily and meeting position which affect thinking. Individuals, if they are in a good psychological state have a tendency to positive thinking and a good level of optimistic optimism (Golman, 2000). The lack of material reinforcement and the lack of interest in this important group as the ones who make the future into the state make the teacher lose the optimistic optimism.

**The second objective:** The differences of statistical significance of the optimism on the basis of the variable sex (males-females) differences of statistical significance according to the sex variable, the researcher used the t-test for two independent samples and the table below shows this from the table we find that the value of (t) calculated (0.899) is smaller than the tabular value of (1.96) at the level of statistical significance (0.05) and the degree of freedom (443) and thus, there are no significant statistical differences between teachers and teachers in the optimism of preparation.

The result of this study was consistent with the result of the Hoorens (1995) which indicated that there were no differences between the sex variable (male-female) in the preparatory optimism.

Schier and Carver, point to the existence of individual differences in optimism and physical health as optimism employs effective strategies to overcome stress and also emphasizes that optimism is linked to positive expectations that do not relate to a particular situation.

**The third objective:** The academic vitality of primary school teachers. In order to achieve the first objective and after collecting the data obtained from the application of the academic biometrics to the primary school teachers of the sample, the statistical analysis indicates that the arithmetic mean of their scores reached (100.53°) with a standard deviation of (8.675) (99°) for the biochemistry of the academic in order to test the difference between the arithmetic mean and the mean hypothesis field, the t-test equation was used for one sample at the level of significance (0.05) and the degree of freedom (444) As shown in Table 7.

Table 6: The results of two independent t-test to identify the significance of the differences of the preparatory optimism as heterosexual

Sex	Sample size	Arithmetic field	SD	df	t-value		Level of statistical significant
					Calculated	Tabular date	
Males	218	99.18	3.726	443	0.899	1.96	0.05
Females	227	99.17	3.722				

Table 7: The value of the significance of the differences between the arithmetic mean and the mean hypothesis field of the academic bio-level

Sample size	Hypothesis field	Arithmetic field	SD	df	t-value		Level of statistical significant
					Calculated	Tabular date	
445	99	100.53	8.675	444	3.727	1.96	0.05

Table 8: The result for the t-test for two independent sample to identify the significant differences for academic vitality according to gender variable

Sex	Sample size	Arithmetic field	SD	df	t-value		Level of statistical significant
					Calculated	Tabular date	
Males	218	101.36	8.169	443	1.973	1.96	0.05
Females	227	99.74	9.082				

Table 7 shows that the mean hypothesis field (99), the mean (100.53), the standard deviation (8.675) and the calculated t (3.727) at the freedom level (444) and the statistical significance level (0.05) (1.96). This result indicates that the teachers and teachers of primary schools have academic vitality and the existence of a level of academic vitality. The results of the current research coincided with the results of previous studies which indicated that there is a high level of vitality in individuals, 2002 and the study of Abi Awad and the study of grace (2010) and contribute to facilitate our understanding of some puzzling facts of human behavior and to identify.

**The fourth objective:** The differences of statistical significance of academic vitality according to, gender variable (teachers-teachers). In order to achieve this goal and to know the differences of statistical significance according to the gender variable, the researcher used the t-test for two independent samples. Table 8 shows that from the table, we find that the calculated value of (1.973) is greater than the numerical value of (1.96) at the level of statistical significance (0.05) and the degree of freedom (443). Thus, there are statistically significant differences between teachers and teachers in academic life, (99.74) is less than the average adult teacher (101.36). Teachers are more vital because the quality of the tasks they perform is less than that of the teachers are responsible for the care of children and cleanliness of the house and the obligations of marriage and infants at night and thus, suffer from the pressure of time which affects their academic vitality and differed with the result of the study Alalwan and Alatiyat which indicated that there are no differences between males and females in the academic vitality.

**Fifth objective:** The correlation between academic optimism and the academic vitality of primary school teachers. To achieve this goal, the coefficient of

correlation between teachers ‘and teachers’ scores for the total sample (445) was calculated on the measure of optimism and their degrees on the academic biometric scale using Pearson correlation coefficient. The correlation coefficient (0.034) is a weak correlation indicating that the academic life may be related to variables. Other than the optimistic optimism as well as that the individual may have academic vitality as shown by the current research result of them have the motivation to work and giving, although, the optimism of preparation is weak because the nature of the circumstances surrounding the teacher is not going to improve.

**CONCLUSION**

In the light of the findings of the researcher in the current research can be deduced as follows: the low level of optimism preparatory to teachers of primary schools but this decline did not affect the academic vitality, especially teachers. The evidence that this decline did not affect the academic vitality, the result was weak relationship between the two variables.

**RECOMMENDATIONS**

In the light of the research results, the researcher makes the following recommendations: strengthening the system of evaluation of the first teacher which makes the competition between teachers in order to get this level and reach any teacher unless it is very ready. Enhancing the academic vitality towards maintaining their health conditions, so that, they can invest their energies in teaching and achieve their goals and ambitions.

Studying the relationship between preparatory optimism and other variables such as personality traits such as self-esteem and psychological happiness. Conducting a study of the relationship between academic vitality and other variables such as methods of formation, type of specialization, level of certificate.

**APPENDIX**

**Appendix 1:**

Paragraphs	Always apply	Often applied	Sometimes applied	Rarely applicable	Never apply
I will hold a high position in the coming years					
The past is beautiful, the present is beautiful and the future is better					
Do not give in to grief					
Do not despair with life and no life with despair					
I love my work and I rush towards it					
I am excited to continue his work					
I expect success when I start doing something new					
See failure as a kind of challenge					
I believe that every problem has a solution					
I feel that I have some intelligence to help me achieve my ambition					
I can get high grades after a short period of my studies					
I want to continue the effort to get my work to a high level					
I am seeking to excel in all the work I do					
I feel that my life is moving towards specific and clear goals					
I have the ability to manage prestigious positions in the future					
My future goals are the focus of my thinking					
I feel that the future is the best for me					
I think the coming days will disappoint us pleasantly					
Accept life with optimism					
I can overcome my problems					
The work entrusted to me was done with confidence and optimism					
I am seeking to complete graduate studies in my field of specialization					
I feel that my dreams and my hopes come true in the future					
I expect good even in the most difficult circumstances and positions					
I feel lucky in life					
Always think about good things					
My future life is full of hope					
I have the ability to overcome my feelings					
Be appreciated and loved by all people					
I want to continue the effort to get my work to a high level					
I am seeking to excel in all the work I do					
I believe that all problems have multiple solutions					

**Appendix 2:**

Name of expert	Rarely applicable
Dr. Wajdan Abdul Amir Al-Nakhi	
Dr. Haidar Karim Sugar	
Dr. Mohammed Kazem Jassim Aljizani	
Dr. Iman Abbas Al-Khafaf	
Dr. Abdul Salam Jawdat Jassim	
Dr. Hussein Rabie Hammadi	
Dr. Ali Hussein Mazloun	
Dr. Batal Benay Ziri	
Dr. Karim Fakhry Helal	
Dr. Abdul Aziz Haidar Al Mousawi	
Dr. Emad Hussein Al-Morshedi	
Dr. Omar Al-Qaisi	
Dr. Saadi Jassim Attieh	
Dr. Amira Jaber Hashim	
Dr. Haidar Yacoubi	
Dr. Ali Mahmoud Al-Jubouri	
Dr. Kazim Abdel Nour	
Dr. Mohamed Abdel Karim Mohammedi	
Dr. Sadiq Kazem Grio	

**Appendix 3:**

Paragraphs	Always apply	Often applied	Sometimes applied	Rarely applicable	Never apply
I have the ability to solve my problems with great skill					
I do not hesitate to go into any work I am charged with					
I am intrigued by the difficult problems					
When I start work I only want to do it					
Invest in opportunities that are useful to me					
When I face something, I am even more capable of overcoming the failure					
I seek to excel at my colleagues in any collective work I do					
The best in projects and difficult tasks					



Appendix 3: Continue

Paragraphs	Always apply	Often applied	Sometimes applied	Rarely applicable	Never apply
I change my mind if I disagree with the majority					
Think a lot before you show any action					
Do not give in to tasks and difficult business					
I face challenges with vigor and vitality					
I tend to discuss my colleagues regarding my work to be a better performer					
I set my goals carefully before going into any action					
I take the responsibility of my mistakes with all courage					
Do not tend to ask for help from others when going into any business					
Enjoy new ideas from my colleagues					
Be sure to do my responsibilities at school regardless of the results					
Ask my colleagues new topics of interest to the school					
I do not feel tight when performing my job					
I do what I am asked by the school administration					
My judgments about things are accurate and correct					
I feel efficient and efficient in my work					
I have completed the tasks entrusted to me as dictated by my conscience					
I feel disturbed when I miss a day's work					
I set clear goals and seek to achieve them systematically					
I feel that I can succeed in anything as I try					
I have the ability to demonstrate my ability to accomplish business on time					
Do not waste my time doing the work					
I feel that I am an open and accomplished person					
He had great ability to self-discipline					
Do not make follies when you face difficult problems					
I have the ability to solve my problems with great skill					
I do not hesitate to go into any work I am charged with					

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