International Journal of Engineering, Management and Humanities (IJEMH)
Volume 6, Issue 3, May-June, 2025 pp: 61-67 ISSN: 2584-2145 www.ijemh.com

The level of academic optimism among students at the Open College of Education in Muthanna Governorate, according to gender and grade.

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Date of Submission: 07-05-2025 Date of Acceptance: 17-05-2025

Abstract
The aim of the research was to identify the level of academic optimism among the faculty of the Open College of Education in Al-Muthanna Governorate according to gender and class diversity. To achieve the research objectives, the researcher used the descriptive research method and adopted the academic optimism scale (Tabil, 2009) with its paragraphs adapted to suit the current research objectives, as the scale consisted of 20 five-alternative paragraphs. The validity and reliability of the tool were verified by applying it to a survey sample consisting of 30 male and female students (other than the research sample). Then the scale was applied to the research sample consisting 147 of college students. The research results showed that there were statistically significant differences, meaning that the students of the Open College of Education enjoyed a level of academic optimism. As for the gender variable, the differences were statistically significant in favor of the students. Statistically significant in favor of the third grade through the grade variable, the research results were presented and interpreted, and the research concluded with a set of recommendations and proposals.

I. Introduction

The accumulation of knowledge and the industrial revolution witnessed in the twenty-first century require keeping pace with this boom in the field of education and preparing a teacher capable of keeping pace with these developments.We are an integral part of this world, and education has become the best field for long-term economic investment. We can consider the teacher as the basic building block of society, and the teacher who possesses professional competencies and academic and educational qualifications is one of the most important elements of the educational process. To build a good individual, he must be given a good education.Good education is not available without a well-prepared teacher. Education is the lifeblood of society in its path towards progress and prosperity. Accordingly, students of the Open College of Education face many problems in their daily lives and in their schools, which negatively affects their studies, optimism and happiness as well. Therefore, the problem of the current research was revealed by measuring the level of academic optimism among students of the Open College of Education according to the variables of gender and grade.Humanitarian work means working for society and its future, as the teacher is committed to the individual responsibility of society, so work begins with this aspect and care for it and requires a decent living for them and their energies and knowing their efforts and helping them in solving and overcoming those needs.Paying attention to the teacher's personality helps build an educated generation that is compatible with society, has the ability to create, innovate, and bear responsibility, and is able to contribute to building and defending their country and feel responsible towards society. (Rami, 2010, 110)

Educational research has focused on the teacher's competence, his qualification for teaching skills, and his mastery of the various educational roles assigned to him. We always need to develop the new teacher and we always need a successful teacher who grows and learns to meet professional, educational, and societal changes.One of the most important factors that help raise the professional level of the teacher in a manner that is consistent with the available capabilities is helping them complete their studies. Dewey emphasized the importance of developing teachers, saying, “All educational reforms are linked to the quality of those working in the teaching profession and their personality.”(Sobh, 2006, 23) .

Despite the great attention given by the Ministry of Education to teacher development programs, education in Iraq faces many obstacles that greatly limit the transfer of its impact to the educational field and the improvement of the outcomes of the teaching-learning process. Student

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among teachers regarding their ability to help students achieve academic excellence and the cooperation of parents and teachers to achieve these goals. (Awad, 2023, 204)

Defined Al-Ansari (2002) academic optimism as: "A hopeful outlook toward the future that makes students anticipate the best, anticipate success and academic excellence, and anticipate success and good grades in academic subjects, while ruling out academic failure.(Al-Ansari, 2002, p. 17)

The researcher defines academic optimism theoretically as: students' positive expectation of academic excellence and obtaining good academic achievement that qualifies them for new academic levels or their graduation from school and joining a suitable job or work, and their distancing themselves from negative expectations and a pessimistic view of their academic future.Their ability to overcome all obstacles and their ability to master academic subjects and curricula that have difficult scientific content, in addition to their ability to adapt to the academic environment and establish positive social relationships with their colleagues, peers, and teaching staff.The researcher defines academic optimism procedurally as: the overall score achieved by the students of the Open College of Education at the Muthanna Study Center, according to their answers to the academic optimism scale that was prepared for this purpose and then distributed to the students and their answers to its items.

3.2 Optimism

Optimism is a crucial topic in education. It has a significant impact on the sustainability of education, students' lives, and their continued academic success, ensuring their progress.Students' behavior can be organized and directed in a positive direction by reducing the arousal resulting from unpleasant tensions. Optimism is an individual's positive outlook, his acceptance of life, and his belief in the possibility of achieving goals and desires in the future, in addition to the belief in the possibility of good and the good aspects of things happening, instead of expecting evil and bad aspects to happen (Al-Ansari, 2002, 252).

In the eighteenth century, the cognitive concept of optimism emerged as a disposition or attitude linked to a positive expectation about the future. After a systematic study of optimism using the scientific method as the basis of research, they concluded that optimism is the positive expectations of the individual regarding his future.Over the past years, many articles, books, and studies have appeared that address optimism, and they have been analyzed and interpreted as external variables that can affect an results in recent years have revealed a decline in the level of academic achievement in most educational stages.In order for the Ministry of Education and officials to play their role in shaping and developing the teacher's personality, the Open College of Education was opened, which grants the teacher a university degree (Bachelor's degree). Since teachers join this study and have additional responsibilities, the importance of research in measuring the level of academic optimism among teachers from the students of the Open College of Education in the Muthanna Study Center becomes clear.Research Aims the research aims to determine the level of academic optimism among teachers at the Open College of Education at the Muthanna Study Center.Determine differences in the level of academic optimism among teachers at the Open College of Education at the Muthanna Study Center according to gender.Determine differences in the level of academic optimism among teachers at the Open College of Education at the Muthanna Study Center according to grade.

II. Research Hypotheses

In light of the research, the following hypotheses were formulated:

1. There is no statistically significant difference at a significance level of (0.05) among the research sample members on the academic optimism scale.
2. There is no statistically significant difference at a significance level of (0.05) among the research sample members on the academic optimism scale attributable to the gender variable.
3. There is no statistically significant difference at a significance level of (0.05) among the research sample members on the academic optimism scale attributable to the grade variable.

Limitation of the Research

The research is defined by the following boundaries:

1. Human limit: Students of the Open College of Education, Muthanna Department (male and female teachers).
2. Spatial limit: The Open College of Education, Muthanna Department.
3. Temporal limit: The 2024-2025 academic year / first semester.

III. Defining Terms

3.1 Academic optimism

Defines Awad (2023) academic optimism as an organizational culture that emerges through the interaction of three areas: collective efficacy, academic affirmation, and teacher trust in students and parents. This can form a prevailing belief

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4 - An optimistic person possesses a great deal of self-control.
5 - An optimistic person assumes high levels of personal responsibility.
6 - He is humble and tends to establish many social relationships.
7 - An optimistic person lives a happy, prosperous life (Mersel and Troiani, 2005: 11).

3.5 Previous Studies

Tabil's study (2009) aimed to assess the level of academic optimism among students in the College of Physical Education at the University of Mosul. The researcher followed a descriptive research approach using a survey and correlational method. The research community included 773 students from the College of Physical Education at the University of Mosul (2008-2009).The research sample consisted of 300 male and female students who were randomly selected from the research community. The research tool was the academic optimism scale, which the researcher prepared based on scientific steps and procedures and the application of statistical methods.The researcher concluded that the students of the College of Physical Education at the University of Mosul enjoy a high academic level, higher than the hypothetical level of the scale. This indicates that they enjoy a good level of optimism, which positively affects their compatibility and academic achievement, in terms of motivation to study, success and progress in life within the university and professional life.

Study (Awad, 2021): The study aimed to identify academic optimism for both psychological happiness and satisfaction with studies for high school students. The research sample consisted of 200 male and female high school students who were tested randomly. The academic optimism scale prepared by the researcher was used. The method followed is the descriptive research method (correlational and comparative).The study concluded that there is a statistically significant positive correlation at a significance level of (0.05) between the grades of students in the general secondary stage in academic optimism and satisfaction with study. The researcher recommended conducting another study of academic optimism with other variables that were not addressed, and suggested working on organizing more diverse recreational activities in the school environment that would increase the level of happiness and satisfaction with study among secondary school students.

Study (Allen, 2011): The study aimed to identify the relationship between academic individual's personality, health, and behavior. (Ortiz, 2013, 53)

Optimism is a positive personality and psychological trait, like hope, and is considered a property. However, many authors have shown experimentally that individuals can be trained to become optimistic because optimism represents individual differences in the level of feeling.It can be changed based on the situation or previous factors. For example, encouraging a leader who creates a situation that shows it is possible to achieve certain goals may cause harm to the person who is not optimistic. (Jassim, 2023: 12)

3.3 Factors Influencing Optimism

1 - Family: The family plays a significant role in creating optimistic attitudes among individuals through the way they raise children to be cooperative, positive, and respectful, instilling values and ideas, and spreading reassurance, preferably through trust.
2 - Society: Every society has its own character, and society plays a major role in making individuals optimistic and positive. Every society has its own emotional, social, and cultural characteristics that distinguish it from other societies through the events, economic and social conditions, the technology that is created, and the values that develop.
3 - School: The largest community in which an individual life after the family is the school, which has the most important role in the individual's positivity and optimism, including its teachers and optimistic principals and the extent to which this is reflected in the students' personalities and the way they deal with situations. Peers also play a large and important role in students' optimism.
4- Health: The students' health status reflects their optimism, as an optimistic and positive individual is free from anxiety, stress and depression, and this also reflects on his health. He is healthy, has a positive nature, loves life and work, is active and optimistic (Hamdan, 1999: 41).

3.4 Characteristics of an Optimistic Student

Students must have a realistic outlook on life, balance things, and avoid negative feelings. An optimistic person possesses a number of characteristics, including:
1 - They are capable of doing anything and enjoy confident direction.
2 - They have a clear vision of an exciting and purposeful life.
3 - They work toward achieving goals that will help them achieve this exciting vision.

admissions are extended. The fourth grade was chosen because they are about to complete their studies, and they have time to complete their graduation research during the second semester.The research sample included (147) male and female students from the Open College of Education, Al-Muthanna Study Center.

4.3 Research Tool

To achieve the research objectives and to provide a scale consistent with the current research title, the researcher adopted the research tool, the Academic Optimism Scale, prepared by (Tabil, 2009). He defined it theoretically as "a hopeful outlook toward the future that makes students anticipate the best, anticipate good things to come, and yearn for success, while excluding anything else."He defined it procedurally as "the grade a student obtains through their answers to the scale's paragraphs." The researcher adapted the scale and made some modifications to its paragraphs to make them suitable for the current research sample, taking the following into account:

1. The linguistic integrity of the scale's items.
2. The items are clear and specific.
3. They are related to the objectives we intend to measure.
4. They are appropriate for the level of college students.

4.4 Scale validity

This is the scale's ability to measure the phenomenon for which it was developed. As Al-Zahir stated, it is an important means of assessing the validity of a scale. (Al-Zahir, 1999, 31) “Construct validity is the effectiveness of the items, i.e., the extent to which the item score relates to the overall scale score, or the scale's ability to distinguish betweenThe correlation of the paragraph score with the total score of the scale to which it belongs is an indicator of the validity of the paragraph. The paragraph is valid if the correlation coefficient is high between it and the total scale score. The validity coefficients of the paragraphs are calculated through an internal or external criterion. When there is no external criterion, the total score of the scale is considered the best internal criterion. (Anastasi, 1976: 206).The construct validity was extracted by the correlation relationship between the score of each paragraph and the total score of the scale. Pearson's correlation coefficient was used according to the significant significance of the correlation coefficient of the paragraphs. The significant significance of the correlation relationship between the score of the paragraph and the total score of the scale was significant in all optimism and educational leadership in urban elementary schools. The goal of this is to prove that academic optimism consists of academic focus, group activities, trust in students and parents, and their relationship to the behavior of educational leaders and the scientific motivation of students in a sample of elementary schools in urban areas in the state of Virginia.A sample of (35) public schools in the state of Virginia was chosen to collect information from teachers by using a questionnaire as a research tool. Statistical analyses showed a positive correlation between academic optimism and students’ academic achievement, and academic optimism and educational leadership.

3.6 Benefiting from Previous Studies:

1 - Previous studies helped the researcher define the research problem and objective.
2 - Previous studies relied on by the researcher helped develop the research hypotheses.
3 - Previous studies helped the researcher determine the research tool used.
4 - Previous studies helped the researcher determine the research methodology appropriate for the current study.
5 - Previous studies helped the researcher select the research community and determine its sample.

IV. Research Methodology

The researcher followed the descriptive research method, as it is appropriate for the current research title. It "helps clarify and explain the phenomenon as it exists in reality, with the aim of diagnosing it, revealing its aspects, and determining the relationships between its elements or between it and other phenomena." (Malham, 2017: 140)

4.1 Research Community

Defining the research community is a fundamental step in the research process. It requires high precision, as all research procedures, the design of its tools, and the adequacy of its results depend on it. It includes all individuals who are the subject of the research and around whom the research problem of the phenomenon revolves. (Al-Ajrash, 2015: 95) The current research community included students of the Open College of Education, Al-Muthanna Center.

4.2 Research Sample

"Choosing a research sample is a fundamental step. Communities are often large, so the researcher chooses a truly representative portion of the community from which he draws his information." (Malham, 2010: 296) The second and third grades were chosen because they are currently enrolled in their studies, unlike the first grade, whose

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Sample individuals	147
Arithmetic average	69,955
Standard deviation	19,08
Hypothetical mean	57
Significance level	0,05
Degree of freedom	146
calculated t value	4,54
t-table value	1,960
Statistical significance	function

The second objective (to detect the level of academic optimism according to the gender variable)

The researcher used a two-sample t-test to verify this objective. He compared the male students' mean of (66.09) with a standard deviation of (17.33) with the female students' mean of (58.75) with a standard deviation of (16.15). The calculated t-value was (5.06), greater than the tabular t-value and amounting to (1,960) at a significance level of (0.05) and a degree of freedom of (145), these results indicate the existence of statistically significant differences between male and female students. Table (2) shows the results of the t-test for two independent samples to reveal the level of academic optimism according to the gender variable (male students - female students) and the statistical significance.

It is clear from the results of Table (2) that the calculated t-value for the gender variable is greater than the tabular t-value, and this result indicates the presence of statistically significant differences according to the gender variable in the level of academic optimism in favor of students. The researcher believes that the reason for this is due to women's obligations and concerns at home, caring for children, and the requirements of married life that burden the marital burden.This causes some psychological pressure that reduces the level of optimism among female students compared to male students.

Table (2)Two-sample t-test results to detect academic optimism according to the gender variable

Students	male	female
Sample individuals	57	90
Arithmetic average	66,15	58,75
Standard deviation	17,33	16,15
Significance level	0,05	
Degree of freedom	145	
calculated t value	5,06	
t-table value	1,960	
Statistical	function	

paragraphs. The correlation coefficient of the paragraphs with the total score of the scale ranged between (0.460 - 0.730). The apparent validity of the scale was confirmed by presenting the scale to a group of arbitrators.Using chi-square, it was found that the scale was valid.

4.5 Application of the Scale

To ensure the clarity of the test items and instructions, and to calculate the time required to fully complete the test items, the test was administered to a pilot sample of 30 male and female students from the Open College of Education (not part of the research sample). The students were randomly selected. After reviewing the teachers' responses, it became clear that the instructions were clear.The time required to answer is 40 minutes, which was calculated from the average time taken by the first teacher to finish answering the test items and the last teacher. Then the scale was applied in its final form to the research sample of (147) male and female students, who were chosen in a stratified random manner in order to achieve the objectives of the current research.

V. Results and discussions

The first objective (to detect the level of academic optimism among students of the Open College of Education) was to compare the sample's arithmetic mean of (69.955) with a standard deviation of (19.08) with the hypothetical mean of the scale of (57). It was found that the calculated t-value of (4.54) was greater than the table value of (1.960) with a significance level of (0.05) and a degree of freedom of (147).It was found that the calculated T-value is greater than the tabular T-value, meaning that there are statistically significant differences between the arithmetic mean of the sample and the hypothetical mean of the scale in favor of the arithmetic mean of the sample, as shown in Table (1). That is, the students of the Open College of Education enjoy a high level of academic optimism.The researcher attributes this to the mental maturity of the students and their age group, as all of the students are over 20 years old. This indicates that they have a lot of experience in dealing with the emotional situations they face, along with their desire to achieve their goals, which makes them optimistic and positive.

Table (1)T-test results to measure the level of academic optimism among students at the Open College of Education

Group	Students

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5- Working to improve students' levels of ambition and satisfaction with their studies, as well as their effort and commitment to excellence.

VII. Suggestions

1. Conduct a study similar to the current study on the relationship between academic optimism and other variables.
2. Study academic optimism and its relationship to emotional stability to address psychological stress.
3. Design a guidance program to develop academic optimism among students at the Open College of Education.
4- Paying attention to the learning environment and taking into account individual differences helps increase academic optimism.
5- Organizing recreational trips and engaging in extracurricular activities increases academic optimism.

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significance

Third Objective (Detecting the Level of Academic Optimism According to the Grade Variable). The researcher used a two-sample t-test to verify this objective. He compared the arithmetic mean for the second grade, which was (57.35) with a standard deviation of (15.43), with the arithmetic mean for the third grade, which was (70.85) with a standard deviation of (20.55). It was found that the calculated t-value was (5.57), greater than the tabular t-value, which was (1.960) at a significance level of (0.05) and a degree of freedom of (145).

These results indicate the presence of statistically significant differences between the second and third grades. Table (3) shows the results of the t-test for two samples to reveal the level of academic optimism according to the grade variable (second - third) and the statistical significance. It is clear from the results of Table (3) that the calculated t-value for the grade variable is greater than the tabular t-value. This means that there are statistically significant differences for the grade variable in favor of the third grade.The researcher attributes this to academic stability and academic and social adaptation to the college community of students and faculty.

Table (3) :Two-sample t-test results to detect academic optimism according to the grade variable

Class	first	second
Sample individuals	67	80
Arithmetic average	57,35	70,85
Standard deviation	15,43	20,55
Significance level	0,05	
Degree of freedom	145	
calculated t value	5,75	
t-table value	1,960	
Statistical significance	function	

VI. Recommendations

1. Organize seminars and workshops for students to spread a culture of academic optimism among them and improve their academic performance.
2. Follow up with students and ensure that they implement what they learned in workshops and seminars in the classroom.
3- Adopting modern methods and strategies, keeping pace with developments in the field of education, and avoiding negative and traditional teaching methods and strategies.
4- Creating positive attitudes among students and encouraging them to focus and work toward their studies and future.

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