

Psychological immunity among kindergarten teachers 1445 AH 2024 AD

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Abstract

The current research aims to identify the level of psychological immunity among kindergarten teachers in the city of Mosul and its right and left sides, and the research sample reached (95) kindergarten teachers in the city of Mosul, on the right side (45) teacher and the left side (50) teacher, and the researcher adopted the psychological immunity scale (Zidane, 2013), which was confirmed to be true and consistent, was applied to the research sample and obtain data and after processing them statistically using the arithmetic mean, standard deviation and Pearson correlation coefficient, And the T test for one sample, and the hypothetical mean, the results showed that there is a statistically significant difference in the level of psychological immunity of kindergarten teachers for the arithmetic average and the hypothetical average and in favor of the arithmetic average.

Taking into consideration the findings of the study, the researcher delivered a collection of recommendations and proposals, which included the following:

1. Benefiting from the psychological immunity scale prepared in the current research of the concerned educational authorities, especially the General Directorate of Education in Nineveh Governorate.
2. Psychological immunity among primary school teachers and its relationship to their self-efficacy in light of some variables

Keyword: Psychological Immunity, Nineveh Governorate, Kindergarten.

Definition of research

The importance of research and the need for it

God Almighty has created man for the soul and body, and the body is an integrated and interconnected devices very accurately, and in return the human soul as well, the body is infected by symptoms and physical disorders (organic) such as influenza and tuberculosis, and the soul infects it for symptoms and psychological or mental disorders, and God Almighty has granted the body an organic immune system (vital) in order to protect, protect and defend it against organic symptoms and in parallel in the punishment of that, there must be a system of female immunity in order to maintain The self, protects it and protects it defends it. (Zidane, 2013: 881-882)

There are a number of negative repercussions that might put an individual's existence in peril. Some of these effects include poor adaptation, decreased performance, inability to fulfill various life duties, loss of passion for scholastic endeavors, and a pervasive sensation of psychological exhaustion. An individual's existence is put in peril due to the vulnerability of their psychological immunity, which offers a severe threat to both their physical health and balanced state of being. It is vital to understand that the mind and the body are intertwined in order to preserve psychological immunity. The brain exerts an influence on all of the physiological and psychological processes that occur in the body. For this reason, it is essential for individuals to make an effort to improve their psychological immunity. This can be accomplished by cultivating the capacity to remain resilient and steady in the face of adversity, as well as by overcoming the negative thoughts and feelings that may result in feelings of worry, hopelessness, and failure (Medicine, 2012: 63)

Within the realm of psychology, the concept of psychological immunity is seen as one of the beneficial ideas that contributes to the preservation of equilibrium between the individual and the physical and social environment in which he or she finds themselves, it is one of the preventive processes in overcoming stressful situations and that immunity protects him from many symptoms associated with pressure such as sugar, blood pressure, collapse and others. (Al-Ajam , 2013: 6-7)

Dubey et al. (2011) posit that the individual has a psychological immune system that functions in the organic aspect and is a container in which he accumulates psychological resources that protect him from negative emotions that are associated with stress, anxiety, tension, intolerance, exhaustion, and other crises and psychological disorders that he may encounter in his life (Dubey, 2011: 11)

Psychological immunity is a force that allows a person to overcome challenges and overcome stumbling blocks to achieve successes, as psychological immunity works to refine the individual's thinking, and direct him to how to deal with pressures and tensions in a problem-filled environment, and psychological immunity is one of the scientific terms that have emerged recently, and have received great acceptance in scientific circles, and revealed many reasons for shortcomings and weaknesses in the intellectual, psychological and physical aspects, Endoscopy in the field of psychological immunology has emerged as a result of scientific studies conducted in the field of the relationship between mind and body. Where psychologist Robert Ader discovered at the University of Rochester that the immune system has the ability to learn, and this discovery was a surprise in that, as the common opinion at the time was to consider the brain and nervous system alone capable of changing their behavior according to experiences, and the discovery of Ader encouraged a lot of research that found that there are many ways of communication between the nervous and central and immune systems, It consists of many biological

pathways that prove that the mind, emotions, and body are not separate but mutually reinforcing entities. (Butcher, 2018: 7)

This is what Shaffer pointed out that the characteristics that distinguish a person with high psychological immunity (psychological resistance), which is characterized by flexibility, as he deals with challenges in a flexible manner, and has an open system in life and flexibility and looks at pressures and changes (good and bad) as opportunities and challenges that push him to learn, develop and grow, and as a result of effective and flexible dealing with challenges, the individual has a high ability to anticipate and predict, He uses change to his advantage. (Shaffer, 2002: 221-238)

Psychologists also say that severe psychological crises or violent emotional shocks or difficulties faced by the individual in his life is easy to push him to a state of distress, tension and anxiety, which in itself is life pressures hit the human being and psychological balance, when a person is exposed to these pressures and calamities may endure and may collapse and there are differences between people, the ability to endure and confront for as long as possible, but the situation cannot continue as it is, This means that every person has a specific ability to endure gradually until the person loses the last endurance or confrontation abilities and the energies of physical and psychological immunity until some of them are infected with psychological and mental diseases. (Al-Ajam , 2013: 6-7)

This and people differ among themselves in the extent of their tolerance to what they encounter from frustration and it is said that each of us has a certain level of endurance, meaning that each individual has psychological immunity different from the other, the pressure increased when the individual may collapse and behave in a behavior that does not agree with the group, we note that there are situations that provoke disorder and tension of an individual and another individual may go through such a situation without leading to frustration, There are a number of factors that lead to the difference of individuals among themselves in the extent of their tolerance of frustration and in how they perceive what they are going through from the situations due to the experiences experienced by the individual. (Abdel Ghaffar, 2006: 110)

Many individuals are currently exposed in general to many crises due to man-made challenges and circumstances such as social disasters, wars, colors of loss and violence, behavioral problems and other stressful situations and critical events, such as these circumstances that surround teachers reflect negatively on cognitive motivation and the extent of their academic adaptation, as well as their social and psychological suffering, and these conditions give them a sense of anxiety and turmoil, which affects their balance in society, and may impose on them demands that exceed their simple abilities to face These challenges, resulting in many imbalances that lead to poor teaching motivation. (Abdullah, 2000: 6)

Iraqi society is one of those societies that have witnessed compelling circumstances and challenges as a result of the recent events it went through, especially the city of Mosul, which was subjected to the largest fierce attack that killed tens or even hundreds of citizens, leaving behind numbers of minor orphans who lost security and safety by losing their parents and having to bear the burdens of life at an early age, which exposed them to many psychological and social problems, which turned into crises as a result of their lack of experiences in life and their young age, and the gravity of The events they were exposed to, in addition to the diseases that have spread recently, including the Corona virus (COVED 19).

Since the events of life are reflected sharply on the different aspects of the teacher's personality, it therefore makes it necessary to withstand these challenges, which affect the level of performance of the

teacher in particular, so what is known as "psychological immunity" appeared, which in turn revealed many methods of deficiencies in the psychological and intellectual aspects, and this was the result of scientific studies conducted in the field of the relationship between the mind and the body, This has encouraged a lot of research that has found that there are different ways of communication between the nervous, central and immune systems, For this reason, psychological immunity is based on the concept that the mind and the body are interrelated, and that the brain's primary job is to exert an effect over all of the physiological and psychological processes that take place within an individual, the more flexible the individual is in changing his way of thinking for the better, the more repels his immune system with energy that contributes to making the natural processes inside the body work better, Which in turn strengthens the mind. (Asfour, 2013: 13-17)

Research Objectives

The current research aims to :

1. Identify the level of psychological immunity among kindergarten teachers in the city of Mosul.
2. Knowing the statistical differences in the level of psychological immunity among kindergarten teachers in the city of Mosul by geographical location (right side, left side)

Search limits

The current research is limited to kindergarten teachers in the city of Mosul for the academic year (2021-2022).

Define terms

The researcher identified the terms contained in the research :

First: Immunity

Define immunity (Zeidan, 2013) is the one within us, whose idea lies in it as an integrated multidimensional unit of personality resources related to aspects (cognitive, motivation, and behavioral) that provides the individual with immunity through which he can deal with and resist stress and support mental health, a secret weapon that protects us from everything, and saves us from all evil if we realize it and achieve it. (Zidane, 2013: 855)

Second: Self

It means soul, blood, body or envy. And the same in the same sense.

The Sunnah team defined it as the function of the mind and nervous system or the engine of cognitive, emotional, behavioral and mental aspects of human activity.

Linguistically defined by Barrette, Cyrille, (2014:26)) that the word same masculine and feminine at the same time, the word same note means the whole human being body and soul, while the same feminine is the soul and butter to say is that the soul did not know its precise definition of what it is or where it is there is no certainty about it, but it is most likely to be a connection between the body and the soul. Barrette, Cyrille, (2014:26))

Third: Psychological immunity

Known by all of

1. Al-Ajam, 2013:

"It is the ability to recover from the negative effects of stressful events and the ability to overcome them positively and continue life effectively and competently" (Al-Ajam, 2013: 15)

2. Sharif, 2016:

"It is the psychological defenses that work to justify, reinterpret, equalize and distort negative information, in a way that improves its effects that threaten the emotional entity and lead the individual to feel good, by ignoring the distortion to justify negative goals" (Sharif, 1013:13)

3. Ahmed and Qarni, 2018:

"It is a concept that refers to the high degree of awareness of the individual, directing his thought to the importance of the quality of thinking he practices and its impact on his psychological and physical state, developing his ability to withstand difficult things and face challenges, resisting defeatist ideas, and providing him with psychological and intellectual energy that motivates him to achieve his life and educational goals." (Ahmed and Qarni, 2018: 5)

Theoretical definition of psychological immunity

(Zidan 2013) In the context of psychological immunization, the term "psychological immunity" refers to the capacity of an individual to eliminate the factors that lead to psychological pressures, frustrations, threats, risks, and psychological crises. This is accomplished by employing positive thinking, controlling emotions and creativity in problem-solving, increasing the efficiency and growth of the mind, concentrating effort on the goal, confronting and adjusting to changing circumstances, and adapting to the environment (Zidane, 2013: 876)

Procedural definition of psychological immunity

It is the total degree that kindergarten teachers get by answering the paragraphs of the psychological immunity scale adopted by the researcher.

Fourth: Kindergarten

Defined by:

1. **Ministry of Education, 1987:** It is one of the educational institutions that accept children from the completion of four years of age at the beginning of the school year and under the age of six. (Ministry of Education, 1987)
2. **Al-Hazmi, 2018:** It is an educational institution for children who have completed the fourth year of their age and its duration is two years, the first year is known as (kindergarten) and the second year is known as (preliminary) and aims to develop the personal, physical, mental and social aspects. Al-Hazmi, 2018 : 91)

Fifth: Kindergarten teacher

The researcher defines it procedurally: the most important element in the educational process, it is the one that deals with children and is the one that implements the curriculum, adapts the educational situation, chooses the appropriate method of education and enriches the position of experience using educational techniques to other things required by the implementation of the curriculum .

Theoretical framework and previous studies

The emergence and development of neuropsychological immunology

In 1974, psychologist Robert Ader of the University of Rochester discovered that the human immune system can learn as children learn, and this discovery was like a bomb that exploded in the field of medicine, it was common that the human brain and central nervous system are the ones who respond to

the influences that appear in the change in behavior and behavior, says neuroscientist Francisco Farlage from Paris: Doctors and biologists used to believe that the brain and the immune system are separate; however, a group of researchers found that the chemical messages that work extensively between the brain and the immune system are most concentrated in the neural domains that regulate emotion.

This discovery led to the many ways in which the nervous system is connected to the immune system; that is, there are biological pathways that make the brain, emotions and body always connected, and accordingly Ader has developed a new science called: neuropsychological immunology, which is concerned with the relationship between the psychological aspect and both the nervous, glandular and immune systems. (Robert Ader, 1974)

Dimensions of psychological immunity

There is a classification of the dimensions of psychological immunity based on its classification into 16 sub-dimensions in three groups. The first group includes: positive thinking, a sense of control, a sense of consistency, and a sense of self-growth. The second group includes: challenge orientation, social observation, innovative self-concept, social normalization, problem solving, self-efficacy, goal orientation, and social creativity. The third group includes: impulse control, commitment, emotional control, and impulse control. (2010 : 102-108 (Olah et

Zidan relied on 12 sub-dimensions of psychological immunity: positive thinking, creativity problem solving, self-control, balance, resilience, psychological toughness, self-efficacy, self-confidence, challenge, perseverance, psychological flexibility, adaptation and optimism. (Zidane 2013)

Abelson argues that the psychological immune system works efficiently in a person's unconscious state, provided that the person has cognitive bias that supports the ability to accept or convince the other to accept what the other rejects; unrealistic optimism about the future; self-stimulating opinions; and positive imagination. (Abelson, 2004)

Components of psychological immunity

Psychiatric immunity is divided into three types :

1. **Natural psychological immunity:** It is the one that a person has in his nature and psychological composition, and grows from the interaction between genetics and the environment, the more a person enjoys a healthy psychological composition, the more psychological immunity against crises, and his ability to withstand frustration and face pressures is greater.
2. **Acquired psychological immunity:** It is the one that the individual acquires from the experiences, skills and knowledge that he learned from the crises and difficulties he was exposed to, which works to activate psychological immunity and develop the individual's ability to withstand crises and gain experiences.
3. **Synthetically acquired psychological immunity:** It is by deliberately exposing the individual to situations that provoke anxiety, tension and anger while continuing to train to control emotions, thoughts and feelings and return the effects of fear, alarm and anxiety, and replace them with positive thoughts and feelings. Morsi 2000: 96-97)

Characteristics of psychiatric immunity

Kagen (2006: 90-91, Kagen) defines the characteristics of psychological immunity as follows:

1. Purify daily negative emotions.
2. Assist in the perception of results and evaluation of reactions.

3. Generate additional emotional responses after evaluating the reactions. (Kagen, 2006: 90-91)

Psychiatric immune functions

The functions of psychological immunity include the following:

1. It helps individuals feel better after suffering from stress or a psychological storm.
2. Restoring emotional balance through the natural tendency to look for a way to be happy.
3. Balancing melancholy fantasies with joyful perceptions full of hope.

(105:2012, Albert et al)

Factors that help activate psychological immunity

The activation of psychological immunity depends on the management of its owner, and his determination to correct his way of thinking, and the following are the most important factors that help to activate psychological immunity:

1. **Optimism:** Optimism and positive mood are essential for the health of the body, as optimism helps to speed recovery from diseases, unlike pessimism, which is associated with hopelessness, anger and hostility, causing many health problems. (Abdul-Jabbar, 2018)
2. **Pessimism:** In a study conducted on 122 men who suffered a heart attack for the first time after eight years, the percentage of the deceased were pessimists (84%) while this percentage reached among the optimists (24%), and the benefit is directly proportional to the level of optimism felt by the patient and the degree to which the necessary effort is made to reach greater physical and social benefits. Mohammed , 2019: 247 248)
3. **Forgiveness and tolerance:** It has been scientifically proven that tolerance and lack of hatred leads to strengthening the activity of the heart and the immune system in humans, as it leads to raising the immune system in the body, in a study conducted on twenty people with HIV to find out the impact of tolerance on the development of the disease they have, the result was that people who were able to forgive those who caused them the disease, Their disease progression has been delayed, and as a result, tolerance is not only beneficial for HIV, but also for various diseases. (Al-Sawas, 2001: 37)
4. **Laughter:** A number of psychologists, biologists, immunology and endocrinology have been interested in the impact of humor and humor on the body and brain significantly and on a global level, and the latest scientific research has proven that laughter and fun reduce the secretion of the hormones cortisol, adrenaline and other destructive emotions hormones, which have a negative impact on the immune system, and laughter activates a kind of important cells in the immune system, which are natural killer cells NK, They are the cells responsible for counteracting viruses and cancer cells, and it has been proven that laughter after watching tapes of movies and comedy plays, raises the level of antibodies, and it has also been proven that laughter helps to increase oxygen that reaches the lungs and activates blood circulation. (El-Sherbiny, 2003: 215)
5. **Fasting:** The fasting of Ramadan of the divine blessings that correct what has been broken from the balance in the construction of the body and psychological formation, and fasting has a relationship with the immune system, where it was noted to improve the functional index of lymphocytes tenfold when fasting, which are the cells defending the body against microorganisms and Western bodies that attack it.
6. **Relaxation:** Relaxation can reduce the impact of psychological stress on the immune system, in a study conducted on a group of older people, the participants were distributed into three categories: the relaxation training category, the social contact category, and finally the group did not receive any significant intervention, and the results showed that the participants in the relaxation group have shown an increase in the level of activity of killer normal cells after relaxation practice, They also

showed higher rates of antibodies, suggesting that relaxation has an important role in boosting immune capacity. (Janice K, Keiclot Glaser, V09, N1, 1986)

Psychological immunity and its relationship to other sciences

1. In health psychology: It is concerned with the study of the impact of emotions and thoughts on behavior and health, such as anxiety, depression, and anger, and its impact on the individual and relationships with others.
2. In neuroimmunology: It is intended to study the interrelationship between the nervous system, the immune system, and social psychology, where he saw that there is a relationship between what we think and our health and our ability to heal ourselves, and that the way the individual thinks affects the psychological state, which in turn affects his relationship and behaviors.
3. In the interaction between the brain and the immune system: which indicates that the higher the moral aunt of the individual, the higher the efficiency of his immune system through the mental processes that take place in his brain, which enables him to control difficult circumstances and give up a positive view towards different situations.
(Asfour, 2013: 23-25)

Therefore, the difference between psychological hardness and psychological immunity lies in the fact that hardness is a feature that represents a wall or a protective shield against the effects of psychological crises and pressures, and is done in a conscious emotional way, either psychological immunity is the ability of the mind to avoid crises and pressures and block the way in front of them, and then prevent their negative effects and results before they occur, and are done in a subconscious way, which is more complex and comprehensive than psychological hardness, Hardness is like repelling the attack, while immunity is to prevent the causes of the attack, in other words, psychological hardness is a positive reaction to psychological pressure, while psychological immunity is to take all measures and precautions so that psychological crises do not occur (. Zidane, 2013 : 836)

Views that explained psychological immunity

There were many theories that dealt with psychological immunity, as the psychoanalytic theory dealt with psychological immunity as the strength of the ego and its ability to balance between the requirements of the God and the superego, while the theory of general adaptation syndrome dealt with the psychological immunity of the individual from the perspective of its abilities to resist pressures, while the cognitive theory dealt with psychological immunity from the standpoint of the individual's vision of the situation comprehensively and its ability to behave positively according to this vision. (Miller, 1984, pp. 105-227)

The psychological immune system is important for the individual to be in good mental health, because psychological immunity is an integrated system of personal dimensions, which aims to create a state of balance between the requirements of personality and the context of life in order to increase the process of psychological, social and natural adaptation. If a person completes the elements of this immune system and has the ability to think rationally, he becomes a normal personality capable of continuing life, performing its mission, dealing properly with others, and achieving success in various aspects of life. (Abdul Rahman, 2009)

Through this element, we will explain how the psychological immune system works, depending on the opinions of some specialists from scientists, including:

1. **Olah' s point of view:** This theory originated by relying on a set of cognitive, behavioral, emotional, social, motivational, personal, environmental and psychological dimensions, represented in:

The first area: the axis of belief, and consists of: positive thinking, a sense of control, a sense of cohesion, a sense of self-growth.

The second area is called the executive axis and the supervisory dispute, and consists of: challenge orientation, change. Social control, the individual's orientation towards the goal, creative self-concept, the individual's ability to solve problems, self-influence (self-efficacy), social mobilization, and the ability to socialize.

The third area is the axis of self-regulation, synchronization or alignment, impulse control, emotional control, and the individual's control of anger, as these dimensions provide the individual with psychological immunity against stress and promote psychological and physical development, as well as perform the function of resistance and immunity (Tayseer Al-Omari, 2020: 107)

The purpose of integrating these dimensions in order to make them a positive, comprehensive, integrated, interactive and interconnected psychological system, as the personality of the individual is formed by many complex and intertwined aspects and dimensions and it is difficult to protect, prevent, withstand or defend itself against external or internal threats such as exposure to adversity, misfortunes and tribulations, as well as shocking and stressful events and situations of all kinds, which drain energy, strength and psychological resistance, so it is difficult to rely on one or two dimensions. From the dimensions of personality and neglect of the rest of the dimensions, and this integration or interdependence between these aspects and dimensions is called the system or the psychological immune system.

2. **Kagan's point of view (2006) : (Kagan)** The psychological immune system acts as a filter for the emotional means carried by activities, relationships, events, and daily confrontations, through emotional messages and feelings that the individual perceives and interacts with and feelings that he does not perceive, but produces reactions as one of the emotional brain processes that show feelings of fear, anxiety and psychological agitation after exposure to danger or threat. This can be clarified that sometimes the individual does not realize the danger until his feelings are overwhelmed by it, such as jumping out of the place when hearing a loud noise while thinking about something else as a reflexive reaction, and here the psychological immune system performs its function and makes the individual aware of the results and allows the evaluation of reactions and produces additional emotional responses such as: (embarrassment, discomfort, helplessness, or self-acceptance) and these come as an assessment of the reaction, meaning that this system gives the individual reaction and evaluation It is also here, the action is perceived and evaluated and becomes specific to different responses in the coming times, and this is called the reinforcement nature of the psychological immune system. (Tayseer al-Omari, 2020: 78)

Previous studies

Studies on psychological immunity :

There are some studies that dealt with the possibility of using a counseling program to enhance psychological immunity or the relationship of the psychological immune system with other variables

1. In a study (2004, Voitviam), which aimed to reveal the relationship between life satisfaction, the psychological immune system and depression on university students, the results resulted in a positive correlation between life satisfaction and psychological immunity and a negative correlation between psychological immunity and depression, and indicated the importance of adding goal selection skills to the service programs offered to students.
2. LÖrincz-Albert (2012) The most prominent results indicated a statistically significant positive relationship between the mental health of personality (adaptation - non-adaptation) and the function of the psychological immune system in favor of adaptation. The study was conducted on a sample of adolescent students in Romania, where there were 599 male and female students attending higher schools. The purpose of the study was to demonstrate the relationship between emotional health and the function of the psychological immune system.
3. (Essam Zaidan: 2013) with a study aimed at reaching a concept of psychological immunity, determining its dimensions and designing a scale to measure it, where the study was conducted on a sample of (943) male and female students at the stage of licence, bachelor's and higher studies at the Faculty of Education - Mansoura University, and the results of the research showed: "the ability of the individual to protect himself from the possible negative effects of pressures, threats, risks, frustrations, and psychological crises, and to get rid of them through psychological immunization using resources," is a representation of the concept of psychological immunity. This ability can be understood as a representation of the concept. subjectivity, in addition to the potential that is inherent in personality, such as the capacity to think positively, to be creative and to solve problems, to have self-control and balance, to be resilient and sturdy, to be able to persevere through challenges, to be effective, to be optimistic, to be flexible, and to adapt to the environment" This represents the dimensions or components of psychological immunity. A measure (tool) to measure psychological immunity has been designed, prepared and codified, as the scale consists of (117) statements, distributed over nine dimensions.
4. (Sharif; 2015), which aimed to reveal the relationship between psychological immunity and personal responsibility; the results indicated that an individual who has a high sense of personal responsibility is an individual free from antisocial tendencies; and is free from neurotic symptoms, which is one of the models of psychological immunity efficiency. The efficiency of psychological immunity depends on positive self-perception, early childhood experiences and parental treatment; as well as adaptation to traumatic experiences that motivate development and growth and positive, realistic self-enhancing imaginations. In contextual settings versus unrealism.
5. (Al-Maamaria, 2018) To assess whether or not there is a connection between psychological immunity and job satisfaction among specific instructors of special education, the goal of the study was to investigate the possibility of such a connection. For the purpose of this study, the descriptive technique was adopted, and the sample consisted of 89 special education instructors from the Sultanate of Oman. These teachers were employed at Al-Amal School for the Deaf, School of Intellectual Education, and Omar Institute between the discourse for the blind. Measurements of psychological immunity and job satisfaction were applied in the research investigation. Based on the findings of the study, it was determined that there was a positive association between psychological immunity and job satisfaction among the persons who took part in the research. Additionally, the data revealed that there were no changes in the average psychological immunity and job satisfaction among special education teachers due to the variables of the type of students' impairment and the number of years of experience. This was proved by the fact that there were no differences in the average psychological immunity.

Material and methods

This chapter deals with a description of the research community, its sample, tools in terms of construction and use, finding their truthfulness, stability and application, and the statistical means that have been used in data processing to achieve the objectives of the research .

First: Research Methodology:

The first step in the research procedures is to determine the research methodology, and it is known that the nature of the studied topic is what determines the type of methodology used in the research, and in the current research the researcher adopted the descriptive analytical approach as it is the closest to achieving the objectives of the research. The descriptive approach deals with the study of the phenomenon as it exists in reality, and is interested in describing it through qualitative expression that accurately describes the studied phenomenon and clarifies its characteristics, or quantitative expression that gives a numerical description that shows the amount and size of the studied phenomenon. (Abbas, et al., 2007: 74)

The descriptive approach is one of the forms of analysis and scientific interpretation organized to describe a specific phenomenon or problem and depict it in numbers through the collection, analysis and interpretation of data and information in an accurate scientific manner, and the descriptive approach achieves its goals in understanding by identifying educational problems and trying to make comparisons between different phenomena or between the elements of the same phenomenon, which provides accurate information about the phenomenon in its present form and helps decision-makers and specialists to develop accurate perceptions to control and direct them in the future. (Al-Manizil, 2019:261)

Second: Determining the research community:

The research community means "all individuals or persons who constitute the subject of the research problem, or is all the elements related to the research problem on which the researcher seeks to circulate the research results." (Mohammed, 47:2019)

The current research population is determined by all kindergarten teachers in the city of Mosul for the academic year (2021-2022), which number (195) teachers distributed over kindergartens on the right side with (100) teachers and (95) on the left side of the city of Mosul, as shown in Table (1)

Table 1
Shows the number of members of the research population according to variables gender, location, grade

Number	Research Community
100	Left side
95	Right side
195	Total

Third: Selection of research

sample:

A sample means "a subset of the research population. It is selected in a certain way and the study is conducted on it, and then these results are used and circulated to the entire original study population" (Hariri, 2010: 129), and after determining the population, a random sample of (95) female teachers was selected from kindergarten teachers on the right and left sides in the city of Mosul for the academic year (2021-2022).

Table 2
The table shows the distribution of the research sample by location

Percentage	Number	Research Sample
52.631 %	50	Left side
47.368 %	45	Right side

1. Search Tool:

To achieve the goal of the research, it required the need to adopt a questionnaire of the psychological immunity scale among kindergarten teachers in the city of Mosul (left - right) and the researcher has adopted a scale (Zeidan, 2013) and the scale may be in its initial form (60) paragraph (Appendix No. 2), distributed on three alternatives, namely (always, ayana, rarely).

2. Virtual Honesty:

Specialists in measurement and evaluation point out that honesty and stability of the most important conditions to be met in psychological scales and in order to give the scale results can be relied upon in issuing judgments and making the right decisions, so it must have characteristics such as honesty, stability, objectivity, ease of use, and honesty is one of the main important landmarks on which psychometrics is based, and honesty is intended "to measure the scale of what it is asked to measure, Or to be useful in achieving a certain goal is usually the measurement of one of the psychological variables." (Melhem, 2005)

To verify the sincerity of the tool and its validity, the questionnaire was presented to a group of experts and specialists in psychological and educational sciences and teaching methods Appendix No. (2) to judge the validity of the paragraphs, I got an agreement rate (80%) and this is a criterion for accepting the paragraph or not, and thus the credibility of the tool was achieved, the questionnaire in its initial form consists of (60) paragraphs Appendix No. (1) has been deleted about (30) paragraphs of the questionnaire as they were not identical to the sample as well as according to the opinions of experts, the questionnaire paragraphs Long, note that the alternatives (always, sometimes, rarely) and the weights used are (1.2.3), knowing that all paragraphs of the resolution were positive.

3. Tool stability :

In order to verify the clarity and stability of the paragraphs of the scale, the researcher applied the scale to an initial survey sample of (20) parameters from outside the research sample were chosen randomly and the time between the first and second application was two weeks using (Pearson correlation coefficient) between the degrees of the first and second application The stability coefficient was (80%), which is a good indicator of the stability of the respondents' answers on the scale.

4. Application of the research tool:

The researcher distributed the research tool in its final form Appendix No. (3) After determining the research community and testing a sample of kindergarten teachers for the academic year (2021-2022), the tool was distributed to kindergarten teachers, and the paragraphs of the tool were answered, and the teachers were instructed not to leave any paragraph of the scale without answering with honesty in the answer.

Fourth: Statistical Methods

The data were processed statistically based on the Social Sciences Statistical Portfolio (SPSS). And extract the search results by electronic calculator .

1. Single-sample T-test: to determine the level of psychological immunity

$$t = \frac{m - \mu}{s / \sqrt{n}}$$

t = Student's t-test

m = mean

\mu = theoretical value

s = standard deviation

{n} = variable set size (Bayati and Athanasius, 1977: 254)

2. Discriminatory power coefficient to extract the discriminating power of item of the psychological immunity scale

$$\left[\frac{1}{N_2} \quad \frac{1}{N_1} \right] \frac{(Q_1 - Q_2)}{\frac{(N_1 - 1)(v_1)^2 + (N_2 - 1)(v_2)^2}{N_1 + N_2 - 2}} = t$$

Q1: The arithmetic means of the first group

Q2: The arithmetic means of the second group

N1: Number of members of the first group

N2: Number of members of the second group

(v.1)2: Variance of the first group

(v.2)2: Group 2 variance (Allam, 2010: 202)

3. Pearson's correlation coefficient:

To find the truthfulness of the paragraphs and stability by the method of retesting the search tool

$$r = \frac{\sum_i (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_i (x_i - \bar{x})^2} \sqrt{\sum_i (y_i - \bar{y})^2}}$$

r : Pearson's correlation coefficient

x : Number of individuals

Q, Y : Values of variables

(Allam, 2010: 202)

Results and Discussion

This chapter includes a presentation of the results of the current research that have been reached according to the objectives of the current research and then discussed as follows:

The first objective: to identify the level of psychological immunity among kindergarten teachers in the city of Mosul.

To achieve this goal, the psychological immunity scale was applied to the research sample after correcting the scale and conducting statistical analysis, it was found that the arithmetic mean of the sample scores (62.78) degrees standard deviation of (32517.11) and the default average was (60) degrees, and to find out the significance of the difference between the achieved arithmetic mean and the hypothetical arithmetic average, the T-test was used for one sample, as the results showed that the calculated T value amounted to (663.22) degrees, which is greater than the tabular value of (960.1). Thus, it is statistically significant at the level of significance (0.05) degrees Freedom (94) and Table (3) shows this.

Table (3)

The results of the T-test to measure the level of psychological immunity of the total sample

T-value		Standard deviation	Average Width	Arithmetic mean	Number	Significance (0.05)
Tabular	Calculated					
960.1	663.22	32517.11	60	62.78	95	Non-sig difference

It is clear from Table (3) that the calculated T value is greater than the tabular T value (96.1) at the level of significance (05.0) at the degree of freedom (94) and this means that there is a statistically significant difference between the achieved average and the default average and in favor of the achieved average, and this indicates that kindergarten teachers have a level of psychological immunity in general and this result agreed with the results of the study (voitviam, 2004) and a study (Essam Zeidan, 2013) and a study (Sharif, 2015).

The second objective: to know the statistical differences in the level of psychological immunity among kindergarten teachers in the city of Mosul according to geographical location (right side, left side).

To achieve this goal, the researcher applied the T-test for two independent samples of unequal number at the variable (side) and included the data and the result in Table (4).

Table No. (4)

The results of the T-test for two independent samples among the average psychological immunity among the members of the research sample according to the aspect variable

T-value		Standard deviation	Average Arithmetic	Number	Side	Significance level at (05.0)
Tabular	Calculated					
960.1	222.1	52364.10	77.79	45	Right	Non-significant
		35527.11	36.77	50	Left	

It is clear from Table (4) that the T value calculated at the side variable reached (222.1), which is smaller than the tabular T sample (96.1) at the level of significance (0.05) and the degree of freedom (188), and this means that there is no significant difference between the two arithmetic averages of the side variable.

The researcher attributes the reason for this to

1. The personality with high psychological immunity is characterized by the strength of its ego and harmony between the components of the psychological system (divine, ego, superego), while the personality with low psychological immunity is characterized by weak ego and lack of harmony between the components of the psychological system.
2. Family bonding, parental warmth and satisfying psychological needs are factors that lead to high psychological immunity in children.
3. Positive conscience, optimistic outlook and effective coping with pressure are indicators of personal strength (the scientific meaning of personal strength is the strength of the ego) and indications of high psychological immunity in the individual.
4. Dreams are a true expression of the components of the human soul, so their interpretation is useful in the conduct of the depths of the character.

Recommendations and suggestions

First: Recommendations

The researcher recommends the following recommendations:

1. Benefiting from the psychological immunity scale prepared in the current research of the concerned educational authorities, especially at the General Directorate of Education in Nineveh Governorate.
2. The need to enhance the positive aspects of psychological immunity among kindergarten teachers by holding development and educational courses for them.
3. The need to hold counseling sessions for students in the kindergarten department in particular and college students in general to show the most important aspects that help them strengthen their psychological immunity.

Second: Suggestions

To complement the current research, the researcher proposes to conduct the following future studies:

1. Psychological immunity among primary school teachers and its relationship to their self-efficacy in light of some variables.
2. The effect of an educational program to develop psychological immunity among middle school teachers in the city of Mosul.
3. Conducting a similar study on psychological immunity and its relationship to psychological security.

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