

The level of optimism and its relation to the personal project of life among master students -**A field study at the university of M'sila**

مستوى التفاؤل وعلاقته بالمشروع الشخصي للحياة لدى طلبة الماستر - دراسة ميدانية بجامعة المسيلة

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Abstract: The objective of the study was to investigate the degree of optimism and its relationship with the personal life project among Master's students, as well as to examine the presence of statistically significant differences based on gender and academic specialization (Psychology vs. Educational Sciences). The study sample consisted of 120 male and female students, selected using the survey method, from the Department of Psychology at the University of M'sila during the academic year 2017/2018. Two standardized instruments were employed: The *Optimism Scale* (28 items) developed by Iman Sadiq Abdel Karim, and the *Personal Life Project Scale* (55 items) developed by Zgawa Ahmed. Adopting a descriptive research design and applying appropriate statistical procedures, the study yielded the following results: a statistically significant positive correlation was found at the 0.01 level between the total score of optimism and the total score of the personal life project among Master's students. Additionally, statistically significant differences were observed at the 0.01 level in the degree of optimism between male and female students, in favor of female students. Statistically significant differences were also found at the 0.01 degree in the personal life project scores between male and female students, again in favor of female students.

Keywords: Optimism, personal life project, master students.

المخلص: هدفت الدراسة إلى التعرف على درجة التفاؤل وعلاقته بالمشروع الشخصي للحياة لدى طلبة الماستر، ومدى وجود فروق بين الطلبة والطالبات، والفروق بين طلبة علم النفس وعلوم التربية. وقد أجريت الدراسة على عينة من 120 طالبا وطالبة، تم اختيارهم بطريقة المسح الشامل، بقسم علم النفس، جامعة المسيلة، خلال السنة الدراسية 2017/2018. وقد تم تطبيق استبيانين: استبيان التفاؤل من 28 عبارة لـ إيمان صادق عبد الكريم، واستبيان المشروع الشخصي للحياة من 55 عبارة لـ زقواة أحمد. وباتباع المنهج الوصفي، وبعد استخدام الأساليب الإحصائية الملائمة، توصلت الدراسة إلى النتائج التالية:

- توجد علاقة ارتباطية موجبة عند مستوى الدلالة 0.01 بين الدرجة الكلية للتفاؤل والدرجة الكلية للمشروع الشخصي للحياة لدى طلبة الماستر.

- توجد فروق دالة إحصائية عند مستوى الدلالة 0.01 في درجة التفاؤل بين الطلبة

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والطالبات ولصالح الطالبات.

- توجد فروق دالة إحصائية عند مستوى الدلالة 0.01 في المشروع الشخصي للحياة بين الطلبة والطالبات ولصالح الطالبات.

الكلمات المفتاحية: التفاؤل، المشروع الشخصي للحياة، طلبة الماجستير

Introduction:

The university stage is distinguished for students, as it is characterized by the maturity of ideas and looking towards the future, in which the pressures of life increase because it is the stage of choosing the real personal project for each student from marriage, work and achieving future prospects. Students usually show a lot of grumbling and fear when thinking about their future and life choices, which is reflected in their personal perceptions (loss of confidence and imbalance), social (rejection and lack of acceptance) and emotional (negative expectation, resentment and frustration). However, this feeling does not apply to all cases; there are young people in general and students in particular who look at life optimistically and orientally and employ the life experiences they have gained in expecting positive and good things, and that life is bright as long as hope exists, and therefore this sleeps on his life in his sense of activity and vitality and exerts his energy in achieving the best results and ambitions, and therefore success is inherent to optimism and failure is inherent to pessimism. Therefore, the optimism variable is one of the most important terms of positive psychology, which has taken a share of studies as it is one of the essential determinants of personality styles, and the survey of students about their positive expectations towards their future is one of the most important indicators to measure their degree of optimism, and the extent to which this feeling contributes to the perception of the personal project of life, which is what we tried to work on in this study.

1. Study's problem:

The behavior of a person is the core axis in psychological studies, as it has effects on various aspects of personality, especially the emotional aspect and the accompanying traits, and the most important of these features is optimism, as "the

concept of optimism is one of the relatively recent psychological concepts that have entered intensive research in the field of health psychology and other psychological disciplines, and are seen today as personality variables of importance that have relative stability" (Al-Ansari, 1998, p. 11). The optimistic person is the one who has a general positive expectations towards the things that go through him, optimism is a psychological place that helps to resist depression, failure and despair, and therefore enhancing the optimistic point of view makes the individual more able to learn different concepts and skills and succeed in mastering them, and also makes him more able to face difficulties as well as help to develop the concept of acceptance and respect for the failures and success that pass in his life and consider them experiences that can be benefited from later (Barakat, 1998). Favor a successful person tends To optimism, as well as a strong person, he tends to stick to optimism, and is an essential element in the formation of his personality, where adhering to the pleasant side when dealing with things, and thinks about success more than disappointment, and in progress more than delay and tends to the side of confidence more than inclination to the side of hesitation and trusts what he does, and his optimism is the source of his activity and strength (Taha and Khan, 1990, p. 367). On the contrary, a weak person is controlled by a set of frustrations, which make him unable to develop emotionally, and these emotions hinder every progress or development that may affect him in his life (Asaad, 1973, p. 91). The long-term future expectations of the experiences of failure and success assumed in social, professional and other situations are largely related to optimism and expectation of the best, the more a person adheres to the positive expectation, the greater his self-confidence in finding a way out of the problems he faces.

Most people believe that optimism includes their future expectations of events, and depends on that and is related to it, the viewer of current events is optimistic if the events are happy and pessimistic if the events are unhappy, and perhaps some people claim that they are pessimistic about things that are not excluded from happening, as

soon as an hour, day or week passes until their feeling is achieved and a disaster occurs and vice versa, and people interpret this with the previous vision or foreseeing the future and expecting it, and so we find the individual has taken to realize the future, including good and evil, Where he responds emotionally with optimism in the case of pleasant and benevolent events, and apprehension in the case of unpleasant events, yet the study of Weinstein (1980) proved this to be true and means that optimism has an undeniable or underestimated impact on human behavior. Environmental and cultural factors also have a major role in determining optimism and orientation towards life, including choosing a professional, social or personal life project between the sexes, males have greater opportunities to express their opinions and trends, and this undoubtedly creates a kind of hope and optimism towards the future, especially Arab youth males who enjoy more opportunities and options than females because they have and to a large extent the decision to determine their fate, both in terms of continuity Education or even choosing a wife, as for females, social traditions still limit this, but it does not mean that optimism is significantly reduced for them (Abdul Karim and Al-Douri, 2010, p. 243).

Many studies have confirmed the existence of a relationship between optimism and the personal project of life, in a study (Nahdi Souad) confirmed that there is a relationship between optimism and life satisfaction among university students (Nahdi, 2015). Shuaa bint Hindi bin Humaid also found in her study that there is a positive relationship between optimism and life satisfaction and a negative relationship between pessimism and life satisfaction (Shuaa, 2014). A study (Al-Karim and Rayan Al-Douri) also found a positive correlation between optimism and orientation towards life. (Abdul Karim and Al-Douri, 2010, p. 239). From it, it is clear that optimism is positively related to life concepts such as satisfaction, happiness and expectation, and affects to different degrees in the crystallization of positive perceptions towards future life projects, and we will devote this study to research the relationship of optimism to the personal project of life among master's students, since the study sample is on the

verge of graduation and orientation towards professional and family life, so we wanted to verify the level of optimism they have and the extent of its relevance to the future student project, and the extent of the difference between male and female students in the psychology of optimism and personal project For life depending on the study major. Therefore, the following questions can be asked:

- Is there a correlation between optimism and the personal project of life among master's students?
- Are there differences in the degree of optimism between male and female students?
- Are there differences in the personal project of life between male and female students?
- Are there differences in the personal project of life between students of psychology and educational sciences?

2. Study's hypotheses:

- There is a correlation between optimism and the personal project of life among master's students.
- There are differences in the degree of optimism between male and female students in favor of female students.
- There are differences in the personal project of life between male and female students in favor of female students.
- There are differences in the personal project of life between students of psychology and educational sciences in favor of psychology's students.

3. Study's Importance:

The importance of the study lies in shedding light on an important topic of psychology, which is the subject of optimism and its role in shaping the future for undergraduate students, especially those who are on the verge of graduation and orientation towards life in its various components. As well as surveying students' opinions about their expectations towards the future, are they positive or negative? And the extent to which they feel a degree of optimism towards achieving their life

projects, and drew the attention of specialists and academics to the need to support this group and guide them towards choosing their future projects; academic, professional and marry... And teach them the methods of thinking, planning, selection and implementation, and a positive outlook on life with optimism and orientalism, as well as drawing attention to the sensitivity of this stage in the student's life and the need to look at it with hope, optimism and confidence. The importance of the study is also to identify the feelings of master's students of fear, confusion and anxiety of the future, the extent of their self-confidence, and the degree of their awareness of the challenges and obstacles that await them to achieve their future goals. As well as circumstances that intervene in the formation of optimistic or pessimistic attitudes towards the personal project of life.

4. Study's Objectives:

The current study aims to achieve the following objectives:

- Identifying the relationship between optimism and the personal project of life among master's students.
- Identifying the differences in optimism between male and female students.
- Identifying the differences in the personal project of life between male and female students.
- Identifying the differences in the personal project of life between students of psychology and students of educational sciences.

5. Study's terminology:

5.1. Optimism: We mean the individual's positive expectations and looking with hope for the future, so that he expects good and success.

Procedurally: It is measured by the score obtained by the individual on the scale of optimism.

5.2. Personal Life Project: We mean the student's view of his future and the extent to which he is able to embody his ambitions in various areas of life; academic, professional and family.

Procedurally: measured by the score an individual obtains on the scale of the personal project of life.

6. Previous studies:

6.1. Nahdi Souad Study (2015): The study aimed to identify optimism and pessimism and their relationship to life satisfaction among a sample of psychology students at Kasdi Merbah University in Ouargla, and using the descriptive approach on a sample of 119 students of the Psychology Division, the study reached the following results:

- There is a statistically significant relationship between optimism and life satisfaction among university students.
- The characteristic of optimism among university students does not differ according to gender.
- The characteristic of optimism among university students varies according to the level of self-esteem.

6.2. Study of Shuaa bint Hindi bin Humaid (2014): The study aimed to identify the existence of a correlation between optimism, pessimism, tolerance and life satisfaction among students of the College of Arts at Saud University. So that the study population consisted of (5887) students of the College of Arts at King Saud University, and the study sample reached (502) male and female students, the number of students reached (250) students, while the number of female students reached (252) students. The researcher used the correlational descriptive approach, and the following tools were used in the study: Arab List of Optimism and Pessimism Prepared by: (Abdul Khaliq, 1998), and used the Tolerance Summit Scale by Laura Yamhure Thompson (2005) and the Life Satisfaction Scale by Dienere. et al. (1985) and the most important results showed:

- There is a positive correlation at the level of (0.01) between optimism and tolerance among students.

- There is a positive correlation at the level of (0.01) between optimism and life satisfaction among students
- There is a negative correlation at the level of (0.01) between pessimism and tolerance among a sample of students.
- There is a negative correlation at the level of (0.05) between pessimism and life satisfaction among students.

6.3. Study of Iman Sadiq Abdul Karim and Rayan Al-Douri (2010): The study aimed to investigate the relationship between optimism and orientation towards life among a sample of female students of the College of Education for Girls, University of Baghdad for the first and fourth stages, where the number of sample members reached (319) students, including (153) students from the first stage and (166) students from the fourth stage, and the optimism scale was used (prepared by the researchers) and the scale of orientation towards life prepared by Shire and Carver 1985, which was translated and modified by Al-Ansari 1998, and the results showed a significant correlation between optimism and orientation towards life and that the level of optimism among students is higher than the average of the community as well as the level of orientation towards life among students is higher than the average of society and also show that there are no differences in optimism among students between the first and fourth stage and there are significant differences in the orientation towards life and in favor of students of the fourth stage.

6.4. Study of Ziad Amin Barakat (1998): The study aimed to find out the relationship between optimism and pessimism and some variables associated with the university student such as gender, age, marital status, academic specialization, type of work and place of residence, and using the Silkman scale of optimism and pessimism on a sample of 254 students from Al-Quds Open University, and the study found that there are substantial differences between the averages of students' scores on the scale of optimism and pessimism attributed to the variables of specialization,

type of work and place of residence, while it did not find that there are substantial differences regarding variables Gender, age and marital status.

6.5. Study Ahmed Mohammed Abdul Khaliq and Badr Mohammed Al-Ansari (1997): The study aimed to develop an Arab list to estimate individual differences in optimism and pessimism and determine the most important standard parameters and the factor structure of this list and identify gender differences in optimism and pessimism and find the correlations between optimism and pessimism and each of depression, despair, anxiety and obsessive-compulsive disorder with the analysis of these variables factorily, the research was applied to different samples in Kuwait University students by (212) students To answer the open question, 277 students to calculate stability and honesty, and 1025 students to calculate the criteria, the objectives of the study were achieved by developing an Arab list of optimism and pessimism and positive correlations between optimism and orientation towards life, negative correlations between optimism, pessimism, despair, depression, anxiety, obsessive-compulsive disorder, and positive correlations between pessimism, anxiety and depression.

7. Comment on previous studies: All previous studies dealt with the psychology of optimism and its relationship to variables related to the life of the university student through orientation towards life as it is in the study of Iman Sadiq Abdul Karim and Rayan Al-Douri, or satisfaction with life as it is in the study of Nahdi Souad and Shuaa bint Hindi bin Humaid, or some variables related to the student environment such as gender, academic specialization and housing as it is in the study of Ahmed Muhammad Abdul Khaliq and Badr Muhammad Al-Ansari and Ziad Amin Barakat. All the results dealt with gender differences in characteristics that are indicators of the way of thinking about the future and the perception of the personal project, but most of these studies were conducted in local environments, which makes their results limited to their communities, on the contrary, if they were comparative studies between several communities and from different environments. In general, we have

benefited from it a lot in our study, both in terms of the theoretical heritage that dealt with the psychology of optimism and the personal project of life, as well as benefiting from the field applications of it by exploiting the results of these studies in establishing our work, as it benefited us in providing study tools, and from it it can be said that there is a similarity to a large extent between our study and previous studies, whether in the method of subtraction or methodology, sample and study tools.

8. Study's Theoretical framework:

1.8. Optimism:

1.1.8. The concept of optimism: Murad and Ahmed defined it as: "an emotional state in the individual in his expectation of good and hope for the course of current and future events, and this state is temporary or permanent depending on current events and the individual's previous experiences" (Murad and Ahmed, 2001, p. 22).

Judges defined it as: "the feeling of satisfaction, joy, pleasure, then happiness, and the positive impact that reflects on a person's gain, on his work and on his orientation towards doing good" (Al-Qudah, 2003, p.127).

Ismail defined it as "an emotional and generalized cognitive predisposition, a tendency to believe or respond emotionally towards others, attitudes and events in a positive and promising way, and to expect good and beneficial future results, and the optimist is more inclined to believe that good things will happen now, and they will be joyful and pleasant and will continue to make him happy" (Ismail, 2001, p.61).

2.1.8. Interpretation of optimism: Freud believes that optimism is the general rule of life, and that pessimism does not occur in the life of the individual, unless he has psychological complexes, and the psychological complex is a very complex negative emotional link, and cohesion towards a subject of external or internal topics, so the individual is optimistic if there is no accident in his life that makes the euphoria of the psychological complex possible, and if the opposite happens to turn into a pessimistic personality, and this means that the individual may be very optimistic Regarding a topic or situation, a sudden incident occurs to him that makes him very pessimistic

about this same topic, and this means cases that provoke optimism and pessimism, which are temporary and ephemeral often. Freud considers that the origin of optimism from the oral stage, and stated that there are traits and oral personality patterns associated with that stage resulting from the process of fixation at this stage, which is due not to pampering, excessive gratification, or to frustration and aggression Eriksson agrees with Freud that the sensory oral stage may form in the infant a sense of confidence, or distrust, which in turn remains the subjective source of both hope and optimism, or despair and pessimism during the rest of life. (Abderrahmane, 1998, pp. 23-45).

Behaviorists believe that optimism like other behavior can be learned through coupling, or on the basis of the act of conditional reflex, and can be considered optimism of the responses acquired conditional repeated emergence of a stimulus incident bad for someone, and the repetition of the occurrence of this exciting may lead to pessimism, while the link exciting something pleasant entails this exciting optimism when (Badawi. 1986, p. 67).

Bandura, the author of social learning theory, believes that optimism can be acquired by imitating and simulating the behavior of others with motivation. Among the opinions presented by the owners of social learning theory is that the construction of the individual's personality consists of expectations, goals, ambitions, and self-effectiveness, as these structures work interactively through observational learning, which is done in the light of the concepts of stimulus, response and support, and therefore the behavior of the individual is linked to the history of reinforcement for some situations, and when some individuals fail to succeed in performing some tasks, and therefore they have negative expectations about things and situations, and often they are dominated by Pessimism, and thus individuals differ in their expectations of success, or failure in the face of future events. (Proper, 2006, p. 27).

As for those with cognitive orientation, they consider that language, memory, and thinking, are selectively positive for optimists, as optimistic individuals use a

higher percentage of words indicating the positive compared to negative words, whether in writing, speech, or free memory, they remember positive events before negative. (Al-Yahfoufi, 2002, p. 136).

3.1.8. Factors determining optimism:

Biological factors: These include genetic determinants, or inherited predispositions, and that these determinants have a role in optimism.

. **Social factors:** It is represented in the socialization that the individual is characterized by and helps him acquire language, customs, values, and trends prevailing in his society, and it is expected that social factors will have a major role in optimism.

. **Sudden social situations:** A person who encounters in his life a series of stressful, frustrating or sudden situations often tends to be pessimistic, and vice versa to the hunchback of Eid (Al-Kreidis and Al-Omari. 2017, p. 105).

4.1.8. Some concepts related to optimism:

. **Feeling happy:** Happiness is a state of internal balance dominated by a number of positive feelings such as satisfaction, joy, and pleasure, which are related to the basic aspects of life such as: family, work, and social relations. Diener pointed out that happiness and unhappiness are associated with optimism and pessimism, as the results of an analytical study of the personality of happy and unhappy students indicated that the composite self-image of happy people was as follows: "He is a warm, honest, loyal person, feels comfortable in his good relationships, has a conscious and aware conscience, is able to face events, optimistic, and not pessimistic. He rarely experiences periods of depression, and if they occur, he makes them periods of reflection, self-research, and thinking about solving problems, as he realizes that every problem, no matter how difficult, has a solution.

Hope: Although most people consider an optimist to be a person who lives hope, these two concepts carry many similarities and some differences. One of the theoretical models that have strengthened experimental research of hope is the

cognitive concept, as hope is defined as "a cognitive set directed to obtain a goal consisting of two mutual elements, the first element: effectiveness (determination and determination to achieve success for its goals) whether in its present or future, and this refers to the mental motivation it uses to start moving towards the goal. And the second element: paths (plans and ways to achieve goals) (Al-Kridis and Al-Omari. 2017, p. 105).

8.2. Personal project of life:

8.2.1. Definition of Life's Personal Project: The word project has multiple meanings:

According to Larousse's dictionary, "a project is what we want to do and the intention to do something."

The Oxford Dictionary "A project is the work of an existing blueprint for any production of something new, the development or improvement of something."

It is a process of assimilation and transcendence of the present by giving meaning to the future, and it consists of a set of significant actions that include a positive orientation towards the future, close and long-term personal goals, planning and the ability to achieve.

Lou Blanc and Hall define it: "It is an organized set of personal goals that represent the ways in which an individual can move towards the correspondence between his present life and his ideal life" (Zakawa, 2014, p. 33).

8.2.2. Project Functions: Nurmi believes that the project leads to three main processes: Motivation, Planning, Evaluation.

8.2.3. Project Types: There are several divisions of the project, some of which serve the university student:

Study project: It is the main point for the student to think about his future, because the certificate is the key to the field of work and then thinking about subsequent projects, and it is therefore part of the personal project that grows and grows within the university environment, and is based on tendencies, foam, abilities and future

representations, and optimism is a pivotal process in the perception and completion of future projects.

Professional project: The professional project is the second link after the academic project, and it is related to the total decisions taken towards the future profession, and the industry of his career path, and the university and the student community are considered one of the basic factors for crystallizing professional choice, and the professional choice is often made in this period, and despite the difficulties facing job seekers in our time, optimism for the future remains the luck that the student adheres to win a career.

. **Family project:** At the end of university studies, the student begins to think about establishing a family and housing and independence from the large family, and here it is more clear that the life partner by virtue of the rapprochement between females and males and the perceptions are positive in this regard, and optimism is the source of these perceptions, and females are more visualized of this project for several considerations.

8.2.4. Project components for life:

Orientation towards the future: Orientation towards the future is an important dimension in the personal project of the individual, as a motivation and motivation towards achievement and performance. It also plays an important role in professional growth, and future-oriented individuals are characterized by a tendency to be optimistic, interested in the future and anticipating its events, and enjoy thinking about the future and have the ability to anticipate the future, and thus follow various methods to achieve their future goals.

Personal goals: It means mental representations of the things we want to accomplish that act as guides that provide energy for behavior and determine its direction, and goals generate interests that can stimulate spiritual, social, and physical activity. Goals grow at several levels of work systems: individual work/co-working/project/career, but the project level is the most important for the emergence of goals.

Planning: It is considered one of the higher skills of the individual that make him achieve his goals, and planning depends on the strategy of searching for the means and skills necessary to build plans through which the goals can be achieved, and planning depends on the perception to which the emotional side contributes strongly.

Decision making and implementation: Implementation is the outcome of decision-making and is the stage of transition from perceptions and representations to actual dealing with the idea of the project (Zakawa, 2014, pp. 44-64).

9. Study's Methodological procedures:

9.1. Study's Methodology: The researchers used the appropriate descriptive approach for this type of study.

9.2. Study's sample: The study sample included second-year students of the Master of Psychology and Educational Sciences, numbering 120 students, who were selected intentionally, as the researchers have great knowledge of the study sample, and the following table shows the characteristics of the sample:

Table (1): Characteristics of the study sample:

Specialty/ Sex	Specialty/ Sex	Educational Sciences	psychology
males	males	10	20
females	females	30	60
	Total	40	80

9.3. Temporal and spatial boundaries: The study was conducted at the Department of Psychology at Mohamed Boudiaf University in M'sila during the academic year 2017/2018.

9.4. Human Limits: Students of the second year Master of Psychology and Educational Sciences.

9.5. Study's Tools: The study tools were to apply two scales: the optimism scale of 28 phrases by Iman Sadiq Abdel Karim, answered according to five alternatives (apply to me always 5, apply to me a lot 4, apply to me sometimes 3, apply to me a little 2, do not apply to me never 1), so the highest possible score of the scale (140) and the lowest score (28), and the personal project scale of life of 55 phrases for Zaqawa

Ahmed. It is answered according to five alternatives (Totally Agree 5, Agree 4, Somewhat Agree 3, Disagree 2, Completely Disagree 1) with the evaluation reversed in the case of negative statements, so the highest possible score of the scale (275) and the lowest score (55).

9.6. Validity and reliability of study tools:

9.6.1. Optimism Scale:

*** Validity:** Validity was calculated in two ways:

Discriminant Validity: (27) % of the higher grades and (27) % of the lower percentage, representing 89 students in the upper group and 89 students in the lower group, were chosen, and the T-test was used for two independent samples to find out the significance of the differences between the two extreme groups in the scores of each paragraph of the scale by comparing them with the tabular value, and the results showed All 28 paragraphs were marked and significant, ranging between 7.30 and 16.19 at the significance level of .005, so they were retained on the scale.

Structural Validity: It is based on calculating the correlation coefficients between the score of each indicator and the total score of the scale, and the results showed that all correlation coefficients are, ranging between 0.43 and 0.74 at the significance level of .005.

***Reliability:** reliability was calculated in two ways:

Alpha coefficient of internal consistency: Using the Cronbach's alpha equation, the alpha coefficient of the scale was 0.93 which is significant at level 0.01.

Split-Half- method: by dividing the paragraphs of the scale into two halves (even and odd) and to verify the homogeneity of the two halves of the scale, the "F" percentage was extracted to test the significance of the differences between the two halves of the scale, and the Pearson correlation coefficient between the degrees of the two halves was extracted to 0.80 Using Spearman-Brown's corrective equation, the stability coefficient was (0.89).

9.6.2. Life Project Scale:

*** Validity:** Validity was calculated in two ways:

Discriminant Validity: (27)% of the high degree were selected, and (27)% of the lower degree were selected., representing 76 students in the upper group and 76 students in the lower group, were selected, and the T-test was used for two independent samples to find out the significance of the differences between the two extreme groups in the scores of each paragraph of the scale by comparing them with the tabular value, The results showed that all (55) paragraphs are distinct and significant, so that the result was 27.27 at the significance level of .005.

Structural Validity: It is based on calculating the correlation coefficients between the score of each paragraph and the total score of the scale, and the results showed that all correlation coefficients are significant and significant, ranging between 0.66 and 0.80 at the significance level of .001.

*** Reliability:** reliability was calculated in two ways:

Alpha coefficient of internal consistency: Using the Cronbach's alpha equation, the alpha coefficient of the scale was 0.88

Split-Half- method: by dividing the paragraphs of the scale into two halves (even and odd), and using the Spearman-Brown equation to correct the length, the stability coefficient of the scale as a whole was (0.76).

9.7. Statistical methods: The statistical methods were: arithmetic mean, standard deviation, Pearson correlation coefficient and test the significance of differences between two T-test averages

10. Presentation and analysis of results in the light of hypotheses:

10.1. Presentation of the results of the first hypothesis:

- There is a correlation between optimism and the personal project of life among master's students.

Table (2): Correlation coefficient between optimism and personal project for life among the study sample members

Significance level	Degree of freedom	Correlation coefficient	Sample
0.01	119	0.745	120

It is clear from the above table that the value of the Pearson correlation coefficient between optimism and the personal project of life among the members of the study sample amounted to (0.74), which is a high and direct value, that is, the higher the students' score on the optimism scale, the higher their scores on the scale of the personal project of life, and therefore optimism has a strong correlation with the life project, and the correlation is statistically significant at the level of significance ($0.01 = \alpha$) and therefore the research hypothesis can be accepted and the percentage of confirmation of this result is 99% With a 1% probability of making a mistake.

10.2. Presentation of the results of the second hypothesis:

- There are differences in the degree of optimism between male and female students in favor of female students.

Table (3): Differences between the average scores of male and female students on the scale of optimism

Significance level	Test T	Degree of freedom	Standard deviation	Arithmetic mean	Number	Sample	Scale
0.01	0.45	118	16.09	66.60	30	Male	Optimism
			11.90	92.24	90	Female	

We can see from the table above that the arithmetic mean of female students on the optimism scale was 92.24 Bis a standard deviation of 11.90. The student group had an arithmetic mean of 66.60 bis a standard deviation 16.09. Accordingly, it can be said that the arithmetic mean of female students is higher than the arithmetic average of students, and the standard deviation is less between the averages of female students' scores, while it increases among the averages of students' scores, and this is evidence that the differences were in favor of female students, so that the result of the T test was 0.45, which is a function at the level of significance ($0.01 = \alpha$) and from it the hypothesis of the study was achieved.

3.10. Presentation of the results of the third hypothesis:

- There are differences in the personal project of life between male and female students in favor of female students.

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Table (4): Differences between the average scores of male and female students on the scale of the personal project of life

Significance level	T Test	Degree of freedom	Standard deviation	Arithmetic mean	Number	Sample	Scale
0.01	3.62	118	18.98	97.40	30	Students	The Personal Project of Life
			14.03	118.80	90	Female students	

We can see from the above table that the arithmetic average of female students on the personal project of life was 118.80 bis a standard deviation of 14.03. The student group had an arithmetic average of 97.40 bis a Standard deviation 18.98. Accordingly, it can be said that the arithmetic mean of female students is higher than the arithmetic average of students, and the standard deviation is less between the averages of female students' scores, while it increases among the average scores of students, and this is evidence that the differences were in favor of female students, so that the result of the T test was 3.62, which is a function at the level of significance ($0.01 = \alpha$), from which the hypothesis of the study was achieved.

10.4. Presentation of the results of the fourth hypothesis:

- There are differences in the personal project of life between students of psychology and educational sciences in favor of psychology's students.

Table (5): Differences between the average scores of students of psychology and educational sciences on the scale of the personal project of life

Significance level	T Test	Degree of freedom	Standard deviation	Arithmetic mean	Number	Sample	Scale
0.01	1.23	118	12.19	76.15	80	Psychology students	The Personal Project of Life
			20.15	65.42	40	Students of Educational Sciences	

We can see from the above table that the arithmetic average of psychology students on the personal project of life was 76.15 bis a standard deviation of 12.19. As for the students of educational sciences, the arithmetic average was 65.42 b Standard deviation 20.15. Accordingly, it can be said that the arithmetic average of psychology students is higher than the arithmetic average of students of educational sciences, and the standard deviation is less than among the averages of the scores of psychology students, while it increases among the averages of the scores of students of educational sciences, and this is evidence that the differences were in favor of psychology students, so that the result of the T test was 1.23, which is a function at the level of significance ($0.01 = \alpha$) and from it the hypothesis of the study was achieved.

11. Discuss and interpret the results in the light of previous studies:

11.1. Discussion and interpretation of the results of the first hypothesis: The results of the first hypothesis showed a strong relationship between optimism and the personal project of life amounting to 0.84, which means that the higher the degree of optimism, the clearer the student's perception of his personal project, and the positive his orientation. Theoretical studies have shown the link between optimism and the personal project of life, including the study of Weinstein, which confirmed that optimism has an undeniable or underestimated impact on human behavior. (Abdul Karim, Al-Douri, 2010, p. 243). Asaad stresses that a successful person tends to be optimistic, as well as a strong person, he tends to stick to optimism, and is an essential element in the formation of his personality, where adhering to the pleasant side when dealing with things, and thinks about success more than disappointment (Asaad. 1973, p. 91). Our study is consistent with many studies, including the study of (Nahdi Souad) and the study of (Shuaa bint Hindi bin Humaid), which found a relationship between optimism and life satisfaction among university students, and the study of (Ahmed Muhammad Abdul Khaliq and Badr Muhammad Al-Ansari), which found positive associations between optimism and orientation towards life.

11.2. Discussion and interpretation of the results of the second hypothesis: The results of the second hypothesis indicated that there are significant differences between females and males in the degree of optimism, and thus females are more optimistic than males, and this result has many indications, including the nature of women so that they tend to be patient and cling to hope, unlike males who complain quickly and feel frustrated and feel failure as a result of multiple life pressures such as the need to work and spend on the wife... This is less in females. Our study is consistent with the study of Iman Sadiq Abdul Karim and Rayan Al-Douri, whose results showed that the degree of optimism among female students is higher than that of students. Our study differs with the study of (Nahdi Souad), which believes that the characteristic of optimism among university students does not differ according to gender, and the study of (Ziad Amin Barakat), which found that there are no fundamental differences regarding gender variables in the orientation towards life.

11.3. Discussion and interpretation of the results of the third hypothesis: The results of the third hypothesis showed that there are fundamental differences between male and female students for female students, and this indicates that females are more motivated to achieve the personal project of life by virtue of several factors such as age and women's job in society, so that students are supposed to become mothers as soon as they graduate from university, and this makes students try to win a husband in the first place and then search for a profession, unlike students who still have more time to choose and make a decision regarding their personal projects, so the personal project of life is delayed for males unlike females. Our study is consistent with the study of Zaqwa Ahmed, which found statistically significant differences between the sexes in the personal project of life and in favor of female students.

11.4. Discussion and interpretation of the results of the fourth hypothesis: The results of the fourth hypothesis indicated that there are significant differences between psychology students and students of educational sciences for psychology students, and this means that the personal project of life for psychology students is

clear and they have a general perception, and this can be explained by several factors, including the orientation towards academic specialization and job opportunities available in the labor market, with regard to the orientation towards specialization, it appears that psychology students are very satisfied with their specializations, whether in clinical or work and organization, Job opportunities are available in several sectors, whether service or industrial. While students of educational sciences, especially educational measurement and evaluation, are not satisfied with their specialization to a large degree, and this is what we saw through meeting them and talking to them, while students of guidance and guidance are left with only the education sector, and they have been affected by the new instructions of the Ministry of Education that prevent master's holders from entering recruitment competitions in primary, and this negatively affected their responses during the study.

12. Study's suggestions:

- Taking care of master's students from the first year and helping them choose their projects.
- Activating the role of pedagogical vigilance in supporting master's students and guiding them towards their professional future.
- Gain insight into their specializations and the professions available in the market, especially since the student is not aware of the existence of a discrepancy between specialization and the labor market.
- Providing career and marriage counseling services to master's students so that they are aware of the challenges ahead.
- Cultivate a culture of optimism and hope in the face of pessimism and despair.
- Adhering to the teachings of the Islamic religion, which urge patience and satisfaction with division and share.
- Inclusion of the personal project in the university's curricula, including the academic project, the professional project and the marital project.

- The need for the university to adopt the university student project within the framework of the institution's project that it adopts and works to achieve.

Conclusion: Through the above, we conclude that optimism is a perception that must be adhered to to embody future goals, and it is the backbone of the personal project of life for students on their multidisciplinary and academic levels, the more the student is optimistic, his perceptions are positive, and this increases his motivation and energy to challenge life conditions and reach happiness, with optimism that kills all beautiful and destroys all perceptions and leads to escape and withdrawal from reality and abandon all the ideas that the student studied and wanted to embody. Therefore, students, especially those who are about to Leaving the university trusting in their potential and ideas and looking to the future with a bright view and not being affected by melancholy thoughts that sow despair and unhappiness. And think seriously about finding a job and building a family that guarantees stability, and working to achieve other projects whenever the opportunity arises, "Life is a set of projects whenever a person achieves a project that begins to achieve the next project" as expressed by existential philosophy.

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