



SELF-VITALITY AND ITS ROLE IN ENHANCING THE JOB PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN SALAH AL-DIN GOVERNORATE

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Abstract

The study aimed to find the vitality and job performance of physical education teachers in Salah al-Din Governorate. It also sought to see if vitality improved their job performance. The researchers used a descriptive approach in both styles (survey and correlational) to fit the research problem. The research community was 353 PE teachers in Salah al-Din for the 2023-2024 school year. They were chosen intentionally. The sample was set at 250 physical education teachers in the Governorate. They were chosen by a simple random method (lottery). Of the research community, 70.82% are researchers. They limited the sample to 103 teachers, 29.17% of the total. The researchers used SPSS to analyze their data. They also used the regression equation with the stepwise-enter method. To determine the significance of the effect of the independent variable on the dependent variable

The researchers, highlighting their results, reached several conclusions. The most important are:

1. Physical education teachers in Salah al-Din Governorate vary in their physical, skill, and intellectual abilities to do their jobs.
2. Variation in the desire of physical education teachers in Salah al-Din Governorate to complete their school-administered tasks, to achieve effective job performance.

As the conclusions, the researchers recommended the following:

1. Train physical education teachers to empower them. This will help them find job harmony, boost their energy, and improve their performance.
2. Adopt R&D processes based on systematic science. This will improve the functional performance of physical education teachers.

Keywords: personal vitality, job performance, physical education teachers

1- Introduction to research

1-1 Introduction and the importance of the research:

Sports psychology is a branch of psychology. It studies athletes' behavior and experiences. It aims to understand, control, and evaluate athletes' behavior in different situations. It also seeks to predict it. The goal is to use this knowledge to improve the performance of workers in institutions. Various, including educational institutions, are important. In secondary schools, the physical education teacher is key. He plays a vital role in using physical education lessons. These lessons are a key part of education and social communication. So, he must have many skills and abilities. Skills, social and psychological.

An important part of a PE teacher's work is self-vitality. It affects their performance and their harmony with the school and community. It is linked to the psychological aspect. Self-vitality boosts his skills. It helps him



teach his theories and science with optimism and hope. It's a key indicator of a good mental state. It also improves job performance.

Physical education teachers' job performance hinges on skill enhancement and community engagement. By honing their professional competence, teachers elevate student achievement and advance scientifically. This fosters societal progress and educational excellence. Improved skills reflect classroom performance, bolstering teachers' roles in strengthening school-community partnerships. This synergy fulfills the school's mission. It bridges internal and external environments for holistic growth.

Accordingly, the importance of the research is evident in the following points:

1. Physical education teachers can boost their job performance by cultivating positive psychology. Developing self-vitality enhances their effectiveness in the school setting. This approach helps educators. It also boosts positive psychology's impact on wellbeing. By fostering these skills, teachers create a better learning environment. It will be more dynamic and productive for their students.
2. Helping the field assess personal vitality and its effect on job performance.
3. We seek those interested in the educational, sports, and psychological aspects of our study. It is vital to combine these fields. They should reflect a positive state in the physical education teacher. We want to balance his personal, functional, and societal needs.

1-2 Research problem:

The research problem is a lack of prior studies, to the authors' knowledge. They did not address how intrinsic vitality and job performance affect each other among PE teachers. This is important. It could improve PE lessons by boosting teachers' psychology, efficiency, and performance.

This study aimed to improve physical education teachers' performance using the two variables. Therefore, the research problem can be summarized in the following questions:

1. What is the level of personal vitality among physical education teachers in Salah al-Din Governorate?
2. What is the level of job performance among physical education teachers in Salah al-Din Governorate?
3. Does personal vitality boost the job performance of PE teachers in Salah al-Din?

1-3 Research objectives

1. Assessing the personal vitality of physical education teachers in Salah al-Din Governorate.
2. Identify the job performance level of physical education teachers in Salah al-Din Governorate.
3. To see if personal vitality boosts job performance in physical education teachers in Salah al-Din Governorate.

1-4 research hypotheses:

1. Physical education teachers in Salah al-Din have average vitality and job performance.
2. The dimensions of intrinsic vitality significantly affect job performance among physical education teachers in Salah al-Din Governorate.

1-5 Research areas:

1-5-1 Human field: Physical education teachers in Saladin Governorate for the academic year (2023/2024).

1-5-2 Time frame: from 4/15/2024 until 7/1/2024.

1-5-3 Spatial area: Secondary schools for boys in Salah al-Din Governorate.

1-6 Definition of terms:



- 1- **Self-Vitality:** It is a state of high psychological, emotional, and social fitness. It reflects alertness, competence, enthusiasm, and the ability to regulate emotions. It is linked to the positive feelings of the physical education teacher and his self-awareness. This makes him more active, energetic, and competent in his job⁽¹⁾.
- 2- **Job performance:** a series of professional activities and practices. They are based on his job responsibilities and authority. They must follow the legal and functional framework approved by the Ministry of Education and their work conditions in the school⁽²⁾.

2 - Research methodology and field procedures:

2-1 Research methodology:

The researchers used the descriptive method (survey and correlational) to suit the nature of the research problem.

2-2 The research community and its samples:

2-2-1 Research community:

The current research community is (353) secondary school PE teachers in Saladin Governorate for the 2023-2024 academic year. They were chosen intentionally. Table (1) shows the research community.

Table (1)

Research community

id	Name of the District	Number of physical education teachers	Percentage
1	Al-Sharqat	35	9.91
2	Piggy	19	5.38
3	Tikrit	52	14.73
4	Science	20	5.66
5	The role	14	3.96
6	Samarra	31	8.78
7	Country	32	9.06
8	Al-Riba'a	25	7.08
9	Ishaqi	37	10.48

(1) Hammoud Najm Hassan; The effect of intrinsic vitality on the innovative abilities and psychological adjustment of physical education teachers in Saladin Governorate: (Unpublished doctoral dissertation, Tikrit University / College of Physical Education and Sports Sciences, 2024) p. 26.

(1) Muhammad Ahmed Reda; Career guidance for secondary school principals and its role in enhancing the job performance of physical education teachers in Saladin Governorate: (Unpublished master's thesis, Tikrit University / College of Physical Education and Sports Sciences, 2024) p. 36.



10	Al-Toz	44	12.46
11	Amerly	8	2.26
12	Al-Dujil	36	10.19
Total		353	100%

2-2-2 Research samples:

2-2-2-1 Construction sample:

The construction sample was 250 physical education teachers in Salah al-Din. They were selected by a simple random method (lottery). This is 70.82% of the total research population. (17) teachers were excluded because their forms were not received, and they were represented by a percentage of (4.81). %, so that the construction sample consisted of (233) teachers, distributed as follows: (20) Teachers represent the survey sample and (66.5%) of the research community. (213) Teachers represent the construction sample and (60.33%) of the research community.

3-2-2-2 Sample application:

The researchers limited the sample to 103 physical education teachers in Salah al-Din Governorate. This was 29.17% of the total research population, as shown in Table 2.

Table (2)

Distribution of research samples

id	District Names	Number of physical education teachers	Construction Sample			Application sample
			Survey Experience Sample	Analysis sample Statistical	Slaves	
1	Al-Sharqat	35	4	17	3	11
2	Piggy	19		13	2	4
3	Tikrit	52	4	27	1	20
4	Science	20		17		3
5	The role	14	1	13		
6	Samarra	31	3	16	3	9
7	Country	32	3	21	2	6



8	Al-Riba'a	25		16	2	7
9	Ishaqi	37	2	18	2	15
10	Al-Toz	44	3	23		18
11	Amerly	8		8		
12	Al-Dujil	36		24	2	10
Total		353	20	213	17	103
Percentage		100%	66.5%	60,33%	4,81%	29,17%

2-3 Field research procedures:

To reach their goals, the researchers adopted two scales. These were the subjective vitality and job performance scales. They were built recently for the same academic level and the Iraqi environment.

2-3-1 Subjective vitality scale:

The scale that was constructed by (Hamoud Najm Hassan, 2024) was used.⁽³⁾

2-3-1-1 Method of analyzing the axes and dimensions of the subjective vitality scale:

Through analyzing the sources and references on subjective vitality, the researchers found that there is a scale with four dimensions, which are (physical vitality, mental vitality, emotional vitality, and social vitality), which is represented in the study of (Hamoud Najm Hassan). The researchers used those dimensions and his phrases in the scale, and by presenting The axes and phrases in the scale were examined by specialized experts for the period from 4/20/2024 to 5/2/2024 to know their opinions on the validity of the scale's dimensions, and Table (3) shows that.

Table (3)

Dimensions of the subjective vitality scale and the percentage of agreement of specialists' opinions on its validity

id	Dimensions	Number of experts	The approvers	Percentage	Number of rejecters	Percentage
1	Physical vitality	11	11	100%	0	Zero %

(1) Hammoud Najm Hassan; Source previously mentioned, p. 90.



2	Mental vitality	11	11	100%	0	Zero %
3	Emotional vitality	11	11	100%	0	Zero %
4	Social vitality	11	11	100%	0	Zero %

Table (3) shows a 100% agreement rate for the four dimensions. So, the researchers will adopt them in their study.

2-3-1-2 The apparent validity of the subjective vitality scale:

After getting experts' approval of the scale's dimensions, it was applied to physical education teachers in Salah al-Din. The experts' academic level and research sample matched this study. So, the scale was adopted without changes and presented to the experts. From specialists to obtain their approval. Table (4) shows this:

Table (4)
Opinions of specialists regarding the subjective vitality scale statements and their percentages

Dimensions	The phrases	Total number of experts	Number of approvers	Percentage	Number of rejecters	Percentage
Physical vitality	1, 2, 3, 4, 5, 6, 7, 8	11	11	100%	0	Zero %
Mental vitality	1, 2, 3, 4, 5, 6, 7	11	11	100%	0	Zero %
Emotional vitality	1, 2, 3, 4, 5, 6	11	11	100%	0	Zero %



Social vitality	1, 2, 3, 4, 5, 6, 7	11	11	100%	0	Zero %
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Table (4) shows that all four dimensions of the subjective vitality scale got a 100% agreement rate from the experts.

2-3-1-3 Exploratory application of the subjective vitality scale statements:

The survey application's sample was set by 20 physical education teachers in Salah al-Din Governorate. They made up 66.5% of all PE teachers. The researchers conducted the survey application of the scale with the assistance of the assistant work team on 5/7/2024. To identify whether there is ambiguity in the statements and determine the time required to answer.

The results of the exploratory experiment showed the following:

- Clarity of expressions and the absence of any ambiguity around them.
- Prepare an image of the job performance capabilities scale. It will be distributed to the construction and application samples.
- Diagnosing the obstacles and some observations that help the work.
- Determine the appropriate time that takes 12-14 minutes to answer the scale.

The scale was based on a five-point correction key with answer alternatives graded in degrees, as shown in Table (5):

Table (5)
 The answers and scores for the subjective vitality scale statements

id	Alternatives to answer	Degree of phrases
1	I totally agree	5
2	I agree	4
3	Neutral	3
4	I don't agree	2
5	I never agree	1



The highest score a respondent obtains is (140) and the lowest score he obtains is (28). The statements were randomly and systematically redistributed. They were now ready for the application sample. Table (6) shows this:

Table (6)

Uniform random distribution of subjective vitality scale statements in its final form

id	Dimensions	Rates of phrases by random distribution
1	The personal dimension	1 , 5 , 9 , 13 , 17 , 21 , 25 , 28
2	Administrative dimension	2, 6, 10, 14, 18, 22, 26
3	Professional dimension	3 , 7 , 11 , 15 , 19 , 23
4	After the calendar	4 , 8 , 12 , 16 , 20 , 24 , 27

2-3-2 Job performance measure:

The scale that was constructed before (Hikmat Abdul Jalil Ismail, 2023) was used. ⁽⁴⁾

2- 3-2-1 Method of analyzing the axes and dimensions of the job performance scale:

The researchers found a four-dimensional scale of job performance. It includes: educational performance, job duties, behaviors, and social responsibility. The thesis of Hikmat Abdul Jalil Ismail (2023) reports this. The researchers used those dimensions and the phrases in the scale. They presented the axes and phrases in the scale to experts from 4/20/2024 to 5/2/2024. This was to get their opinions on the scale's validity. Table (7) shows the results.

Table (7)

Dimensions of the job performance scale and the percentage of agreement of specialists' opinions on its validity

id	Dimensions	Number of experts	The approvers	Percentage	Number of rejecters	Percentage

⁽⁴⁾ Hikmat Abdul Jalil Ismail; Organizational ambidexterity and its role in enhancing the effectiveness of the job performance of physical education teachers in the Anbar Governorate Education Directorate: (Unpublished master's thesis, Tikrit University / College of Physical Education and Sports Sciences, 2023), p. 57.



1	Educational performance	11	11	100%	0	Zero %
2	Job duties	11	11	100%	0	Zero %
3	Behaviors	11	11	100%	0	Zero %
4	Social Responsibility	11	11	100%	0	Zero %

Table (7) shows that the four dimensions had a 100% agreement rate. So, the researchers will adopt them in their study.

3-5-2-2 The apparent validity of the job performance scale:

After getting the experts' approval on the scale's dimensions, it was adopted. The scale, prepared for education, was newly applied to physical education teachers in Iraq. Its content was unchanged. It was then presented to specialists to obtain their approval. Table (8) shows this:

Table (8)
Opinions of specialists regarding the job performance scale phrases and their percentages

Dimensions	The phrases	Total number of experts	no of agrees	Percentage	Number of rejecters	Percentage
educational performance	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11	11	100%	0	Zero %
Job duties	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11	11	100%	0	Zero %
Behaviors	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11	11	100%	0	Zero %



Social Responsibility	1, 2, 3, 4, 5, 6, 7, 8, 9	11	11	100%	0	Zero %
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Table (8) shows that all four dimensions of the job performance scale got a 100% agreement rate from the specialists.

2-3-2-3 Exploratory application of job performance scale statements:

The sample for the survey app was set by PE teachers in Salah al-Din Governorate. There were 25 teachers, which was 84.6%. The researchers conducted the survey application of the scale with the assistance of the assistant work team on 5/7/2024. To identify whether there is ambiguity in the statements and determine the time required to answer

The results of the exploratory experiment showed the following:

- Clarity of expressions and the absence of any ambiguity around them.
- Prepare an image of the job performance capabilities scale. It will be distributed to the construction and application samples.
- Diagnosing the obstacles and some observations that help the work.
- Determine the appropriate time that takes 14-16 minutes to answer the scale.

The scale was based on a five-point correction key with answer alternatives graded in degrees, as shown in Table (9):

Table (9)

Answer alternatives and the score for each alternative for the job performance scale statements

id	Alternatives to answer	Degree of phrases
1	It applies to me very much	5
2	It applies to me a lot	4
3	Apply to me medium	3
4	It applies to me to a small degree	2
5	Doesn't apply to me	1

The highest score the respondent gets is (195) and the lowest score he gets is (39). The statements were redistributed, both randomly and systematically, to be ready for the application sample. Table (10) shows this:

Table (10)

Regular random distribution of job performance scale phrases in their final form



id	Dimensions	Rates of phrases by random distribution
1	التعليمي الأداء	1, 5, 9, 13, 17, 21, 25, 29, 37,33
2	الوظيفية الواجبات	2, 6, 10, 14, 18, 22, 26, 30, 34, 38
3	Behaviors	3, 7, 11, 15, 19, 23, 27, 31, 35, 39
4	Social Responsibility	4 , 8 , 12 , 16 , 20 ,24 . 28 ,32 ,36

2-6 Final application of the two standards:

The two scales (personal vitality and job performance) were applied to 103 physical education teachers in Salah al-Din Governorate. The sample was collected from 5/25/2024 to 6/10/2024. The researchers distributed the questionnaires to the education teachers. Mathematical students. It was explained that to answer the scale, choose one of five options. They determine the answer to a statement. They were told to answer all statements accurately. They must not leave any unanswered or choose more than one alternative. The answer to the questionnaire for each scale is Then, collect the questionnaires from them.

2-7 Statistical methods

The researchers used SPSS to analyze their data. They also used the stepwise-Enter method to find a regression equation. To determine the significance of the effect of the independent variable on the dependent variable

3- Presentation and discussion of the results:

The researchers will verify the research hypotheses as follows:

3-1 The first hypothesis: Physical education teachers in Salah al-Din Governorate have an average level of personal vitality and job performance.

Table (11)

The arithmetic mean, standard deviation, percentage of relative importance, and scale level (Subjective vitality and job performance)

Variables	The arithmetic medium	Standard deviation	Percentage of relative importance	The level
Self-vitality	93.547	7.781	67.53%	Average
Functional performance	121.281	6.927	62.19%	Average



Table (11) shows that both research variables are at a medium level. Subjective vitality has a 67.53% importance. Job performance has a 19.25% importance. These results support the hypothesis. It assumed that PE teachers in Salah al-Din have average vitality and job performance. The researchers attribute this result to the variable (intrinsic vitality). It states that physical education teachers have varying physical and intellectual abilities. These affect their job performance in schools. To align physical and mental needs, we must boost their vitality and self-motivation. They should efficiently and effectively perform their work and social tasks. They must also think creatively to solve challenges. Finally, they should use modern teaching methods for their curricular and extracurricular activities. To improve the reality and outcomes of physical education lessons. (Faten, 2020) says that intrinsic vitality is an athlete's ability to adapt to their environment. It is their ability to meet growth demands and succeed. Their actions must have meaning, purpose, and a refined human and athletic goal, in line with their aspirations and future goals (5).

The researchers see job performance as the contribution of a PE teacher to his school. It depends on the school's resources. It should improve community partnerships with the school's internal and external environments. The teacher should use his professional skills to develop his family and social ties. His work ethic and sense of responsibility matter too. All of this should benefit the PE lesson and his school. (Freya, 2019) states that a person with high self-vitality is full of life. They have a spirit of liberation and a positive drive to achieve. This applies to the self, their groups, society, and life in general⁽⁶⁾.

3-2 Testing the second hypothesis: The statistical analysis in Table (12) shows a significant effect of the subjective vitality scale on job performance

Table (12)

Testing the effect of intrinsic vitality on the level of job performance

Job performance							
Variable s	Correlatio n coefficient R	Coefficien t of selection R2	F Calculate d	Coefficien t of inclination B	T		The researcher' s decision
					Calculate d	Sig's moralit y level	
Fixed				0.477			

⁽⁵⁾ Faten Ali Akbar; A contemporary view of the positive self among athletes, 1st edition: (Amman, Dar Al-Academies for Publishing and Distribution, 2020) p. 113.

⁽⁶⁾ Freya Nizam Fazil; Self-vitality and its relationship to the five major personality factors among university students; (Unpublished master's thesis, Tikrit University/College of Education for Human Sciences, 2019) p. 111..



Self-vitality	0.562	0.315	8.36	0.632	8.116	0	Acceptance of the hypothesis
N	103						
D.f	102						

Source: Table prepared by researchers based on SPSS:24.

Table (12) shows that the R² for professional competence in explaining job performance is 0.315. Intrinsic vitality explains only 32% of the change in job performance. The remaining 68% is due to other, unmeasured factors. The model is valid for analysis, with an (F) value of 8.360 and a significance level of 0.000, less than 0.05. The slope coefficient (B) was 0.632. This had a significant effect, with a calculated T value of 8.116 and a 0.000 significance level. Personal vitality in physical education teachers in Salah al-Din affects their job performance. This is due to their ability to apply it to the school's goals, especially in physical education lessons. They aim to achieve their future career and social goals.

(Ibtisam and Zahraa, 2022) indicate Personal vitality empowers teachers to craft meaningful goals. This positivity fosters flexible social bonds with colleagues inside and outside school. It also equips them to tackle life's stressful events head-on. A teacher's vibrant energy fuels their ability to navigate professional challenges and nurture relationships, creating a resilient foundation for both work and life.. currency.

So the regression equation becomes as follows:

$$Y = 0.477 + 0.632X_1 \dots \dots \dots (1)$$

Where X₁ = intrinsic vitality, Y = job performance.

In order for the researchers to ascertain which of the dimensions of intrinsic vitality have the most influence on the level of job performance, the researchers resorted to testing the hypothesis using a multiple regression method to determine the effect of the dimensions of intrinsic vitality on job performance, and after conducting the analysis, the results shown in Table (13) appeared.

Table (13)

The effect of dimensions of personal vitality on job performance

Dimension s	Functional performance						
	Coefficien t of selection R2	Corrected specificatio n coefficient R2Adj	F Calculate d	Coefficien t of inclination B	T		Indicatio n
					Calculate d	Sig's moralit y level	
Fixed				0.482	3.556	0.001	
Physical vitality	0.644	0.641	204.337	0.617	7.768	0	Moral
Mental vitality				0.977	13.046	0	Moral



Emotional vitality				0.721	11.208	0	Moral
Social vitality				0.603	9.672	0	Moral
N	103						
D.f	99						

Source: Table prepared by researchers based on SPSS:24.

The researcher, upon seeing Table (13), found that the dimensions of intrinsic vitality had varying effects on job performance. They explained 64.1% of it. The largest effect was from the dimension of mental vitality, which had a coefficient of 0.977. This is a significant effect, as shown by a T value of 13.046. The model is valid for analysis, with an F value of 2204.337. Physical education teachers in Salah al-Din must know the importance of personal vitality, especially mental vitality. It is the most influential factor on job performance, as shown by the management by wandering scale. This affects their job performance and the spirit of cooperation in schools. It also improves community partnerships and, ultimately, physical education lesson outcomes and teachers' loyalty. Career.

The three dimensions (physical, mental, and emotional vitality) played a role. But, their effects varied. Each dimension raised their internal vitality. This enabled them to think, come up with original ideas, and adopt modern teaching methods in line with a new approach. The school administration did not see the importance of the dimensions in achieving their job performance requirements, except for mental vitality. They knew it was a key part of positive thinking. It helped improve job performance, which raised the students' competence and performance. So the regression equation becomes as follows:

$$Y = 0.482 + 0.617 X_1 + 0.977 X_2 + 0.721 X_3 + 0.603 X_4 \dots \dots \dots (2)$$

So, X_1 = physical vitality, X_2 = mental vitality, X_3 = emotional vitality, X_4 = social vitality, Y = job performance.

(Hilal, 2010) confirms in this regard that mindfulness is one of the most important and best means of controlling situations of turmoil and tension, because it keeps a person away from the feeling of losing control, as well as increasing his concentration.⁽⁷⁾

4- Conclusions and recommendations:

4-1 Conclusions:

1-Self-vitality, through its dimensions (physical vitality, mental vitality, emotional vitality, and social vitality), has a varying level in achieving job performance requirements, but the greatest role appears in the dimension (mental vitality).

2- The level of physical, skill and intellectual capabilities of physical education teachers in Salah al-Din Governorate varies to carry out their job duties in their schools.

⁽⁷⁾ Hilal Abdel Karim; Mathematical Psychology in Learning Achievement Psychometrics, 1st edition: (Baghdad, Mathematical Library Publications, 2010) pp. 72–73.



3- The physical education teacher in Salah al-Din Governorate has the ability to confront problems that occur in the internal and external school environment in order to avoid their negative impact on their job performance and the level of the physical education lesson in their schools.

4- Physical education teachers in Salah al-Din Governorate have intermediate level knowledge and familiarity with the curriculum for physical education lessons approved by the Iraqi Ministry of Education.

5- Physical education teachers in Salah al-Din Governorate seek to strengthen social relationships in the school environment and outside it, including colleagues, students, and parents of students.

6- The level of desire of physical education teachers in Salah al-Din Governorate varies to complete the organizational and functional tasks assigned to them by their school administrations in order to reach the stage of effective job performance. .

4-2 Recommendations

The Ministry of Education directs its governorate offices to adopt programs. They should develop intrinsic vitality in secondary schools, especially in physical education teachers. They should explain the programs' importance in improving job performance.

1-Train physical education teachers to empower them. This will bring job harmony, boost their energy, and improve their performance.

2- Adopt a good communications system for all school staff. It should develop their skills and abilities.

3- Use systematic scientific methods in R&D to improve PE teachers' performance.

4- Adopt a policy to empower physical education teachers. Activate their curricular and extracurricular activities to boost their job performance and loyalty to the school.

5- Comparing the vitality and job performance of physical education teachers with those of teachers in other specializations in the same schools.

6- Conducting comparative studies on the level of personal vitality and job performance between physical education teachers and other teachers of other specializations in the same schools.

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