

## The predictive value of optimism and the level of ambition in the psychological flow among faculty members at Prince Sattam bin Abdulaziz University Al-Kharj

Mona Abdellatif Alawad Khairallah<sup>a</sup>, Asma hezam GHurmallah al\_zahrani<sup>b</sup>

<sup>a</sup> Assistant Professor of Educational Psychology, College of Education Aldilam, Prince Sattam Bin Abdulaziz University, Al-Kharj, Saudi Arabia.

<sup>b</sup> Assistant Professor of Criminal Psychology, College of Education Aldilam, Prince Sattam Bin Abdulaziz University, Al-Kharj, Saudi Arabia

email: <sup>a</sup>m.kherallah@psau.edu.sa, <sup>b</sup>asm.alzahrani@psau.edu.sa

**Article History:** Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 28 April 2021

**Abstract:** The current research aimed to identify the relationship between psychological flow, optimism, and the level of ambition among faculty members at Prince Sattam bin Abdulaziz University Al-Kharj, Saudi Arabia. The study sample consisted of (150) faculty members from different colleges of the university, who were chosen randomly. The research tools included a scale (psychological flow, optimism scale, and level of ambition), which the researchers prepared. After confirming the psychometric characteristics, the application was applied to the research sample. The research had used the quantitative descriptive method. The results found a positive correlational relationship between (0.01) between psychological flow, optimism, and the level of ambition in favor of assistant professors. Furthermore, the research found statistically significant differences on the scale of the ambition level according to the different research variables in experience and nationality. There were no statistically significant differences between the mean scores of faculty members on the psychological flow scale (career title, gender). The constant variable was statistically significant, and the psychological flow cannot be predicted. The research had recommended conducting studies that measure psychological flow according to other variables of the research sample..

**Keywords:** Ambition level; Psychological flow; Optimism; Prince Sattam Bin Abdulaziz University.

### 1. Introduction

The faculty member is considered one of the competitive advantages of the university institution because he possesses experiences, knowledge, and skills. He can carry out the job tasks assigned to him with distinction and creativity and create a work environment that enhances his optimism and level of ambition. So, the balance between his capabilities and skills brings him to a state of balance in himself. He feels focused in his work and is promoted to complete integration and a sense of success known in positive psychology as the state of psychological flow. The psychological flow concept has been considered as a valuable psychological component for explaining behavioral manifestations. It is characterized by complete immersion in tasks, a sense of pleasure, and self-reward. It is emphasized that the flow is a state of automatic joy and a balance between skills and challenges associated with performing tasks (Abou Halawa: 2013). Al-Bahas (2010) has defined it as an ideal experience that occurs to the individual from time to time when performing tasks with the utmost degree of performance. It is with complete integration, decreased awareness of time & place, and self-forgetfulness with spontaneous pleasure. Abu Halawa (2013) has defined it as an ideal human experience in positive mental health and quality of life. It means the dedication of the individual in the work he does, coupled with happiness to reach creativity or enhancement. It describes his condition during work and their integration into it with the stream of water that carries them in its path. So, the term of flow was launched. He has pointed out that the origin of the psychological flow is the integration and stability of the individual with his entire personal system. It clarifies the individual's entry into the state of flow after having a clear set of goals. It provides a balance between perceived challenges, the skills he possesses, and clear feedback. The individual feels that his abilities are consistent with the demands and tasks he performs (Abou Halawa, 2013).

Al-Ansari (2008) has defined optimism as an aspiration towards the impossible that makes the individual expect good and success. It is how the individual views the future and anticipates the best, success, and achievement of goals. Al-Majlawi (2012) has defined it as expecting the best in the future, the good, and the victory. Abdul-Karim (2013) has described it as happy expectations of future events. Marbah & Bilal (2017) have defined that if a person loves a certain thing and something good happens to him, he attributes the good to it. The optimistic individuals enjoy feelings of joy, pleasure, and a sense of complacency. It is a trait like other personality traits whose percentage of ownership differs. It has also indicated that optimism depends on individual differences and a different view of life (Ammar, 2010). The psychoanalytic theory believes that optimism is the general rule of life. Behaviorists interpret optimism as learned behavior from peers. An exciting attachment to something pleasant leads to optimism. Those with a cognitive trend see that language, memory, and thinking are chosen positively by optimists using positive words and remembering them (Al-Ansari,1998). The study of Al-Ansari and Kathem (2008) has concluded that the Omani student is more optimistic than the Kuwaiti. It indicates

that each society has a unique character and circumstances that affect the formation of the personality of its members and the level of optimism they have. The study of Abdel-Khaleq (2000) has revealed a relationship between physical health and optimism. Besides, the level of religiosity affects the degree of individual optimism.

The ambition level is also defined as a personality trait. It has been described as a specific goal that the individual aspires to achieve within a particular aspect of his life depending on the degree of its importance to the individual himself. It is a relatively stable trait that differs from one individual to another in preparation and reaching the goal. Society gives the intelligent individual a positive outlook on his ability to work, thus achieve success and raise the ambition level. It is affected by genetic factors, education, society, and training opportunities in life (Ahmed, 2005). The humanist school has interpreted the ambition level as a tendency to consider oneself. At the same time, psychoanalytic theory has seen it as a struggle to achieve excellence and positivity. Behaviorists have found it an expectation that indicates an individual's confidence in performing a specific behavior (Al-Zawahra, 2015). The significance of the current study is defined in its handling of an essential topic that deals with the relationship between psychological flow, optimism, and ambition. It provides a theoretical framework on previous variables to help researchers address them in future research and study. The applied importance relates to some study tools that researchers can use to measure the variables mentioned above and provide educational activities and programs. It aims to identify the relationship between psychological flow, optimism, and ambition among the research sample. It determines the differences on the scales of optimism, ambitions levels, and psychological flow according to the different research variables.

## 2. Theoretical Framework and Previous Studies

Psychological flow is one of the modern strategies in positive and psychological counseling. It acts as a strength-building against exposure to mental disorders (Attalla, 2013). Benhan (2016) has studied the relationship between psychological flow and creative thinking through the mentoring program. There has been revealed a connection between psychological flow and the five major personality factors. At the same time, no relationship has been indicated between emotional balance and psychological flow. Ahmed & Zaki (2013) have confirmed the contribution of positive thinking in psychological flow. Al-Bahas (2010) has demonstrated a correlation between psychological flow, social anxiety, and the possibility of predicting psychological flow.

The optimism variable is associated with many positive variables. Marbah & Bilal (2017) have emphasized a link between optimism, pessimism, and satisfaction with life. Hamouda & Zaki (2015) did not reveal any significant correlational relationship between the five thinking styles, optimism and pessimism. Aljawaarinat (2014) has confirmed statistically significant differences in favor of females on the optimism scale. Bahri & Yazd (2014) found a significant positive relationship between optimism and methods of dealing with psychological stress. Abdul-Karim (2013) has confirmed an association between parental treatment patterns perceived by teens and their optimism and pessimism. He has pointed out the importance of positivity, optimism, and happiness. These affect an individual's life and make him more able to face life pressures and increase his ambition level.

Ibrahim (2018) has conducted a study to identify the state of psychological flow and its relationship to the ambition level among a sample of swimming players in the Damascus governorate. The study found a relationship between the state of psychological flow and the ambition level among the study sample. It revealed the existence of differences in psychological flow attributed to age. Sweid & Saadeh (2018) have conducted a study to examine the correlation between psychological flow, quality of job life, and professional performance in light of the willingness of Menoufia University colleges to obtain accreditation. It concluded a statistically significant positive correlation between psychological flow, quality of work-life, and professional performance. Mahmoud (2018) has conducted a study to determine the relationship between psychological flow and the ambition level among students of the fourth year at the Education Faculty in Ain Shams University. The results reached a positive correlation between psychological flow, all dimensions, and the total degree of the ambition level scale. It also concluded that there are no statistically significant differences between individuals of the sample according to gender in the psychological flow scale.

Abdullah (2019) has conducted a study to know the relative contribution of psychological empowerment and emotional-organizational commitment to predicting the psychological flow of faculty members at Jazan University. It has verified the existence of a correlation between psychological empowerment and psychological flow. El-Sherbiny & Al-Attayah (2019) have conducted a study to identify the relationship between psychological flow, optimism, and knowing the predictive value of optimism in the psychological flow among a sample of faculty members in different universities from the Arab Gulf and Egypt. The results found statistically significant differences between the mean scores of the faculty members, predicting the psychological outpouring of optimism among faculty members. Avina et al. (2015) have conducted a study to understand the experience of psychological flow among academics and to know the determinants of the initiation and development of the flow state on academics in India by following the personal interview. It concluded that the different psychological needs could

lead to the flow experience. It found a relationship between the psychological needs of the academic individual, the psychological flow, and the influence of some personality traits. Jackman et al. (2016) have conducted a study to reveal the relationship between mental toughness and psychological flow in athletes and some of the psychological variables. The study reached a connection between mental toughness and flow in athletes and got many psychological variables associated with flow, such as perfectionist self-confidence and optimism. The psychological flow variable is related to many positive variables (Mahmoud, 2018; Benhan, 2016). There is a relationship between psychological flow and job performance (Balgara, 2018). The optimism variable has been linked to many positive variables. There is a positive, statistically significant correlation between mental alertness, flexibility, and psychological flow (Abdel Klaleq, 2000). El-Sherbiny and Al-Attayah (2019) have seen the possibility of predicting the psychological flow and optimism among faculty members.

It is found through the review of previous studies that there is no previous study on the Arab and foreign level. The current research has selected the variables according to the researchers' knowledge, which led them to study the predictive value of both optimism and the ambition level in predicting psychological flow among faculty members at Prince Sattam bin Abdulaziz University Al-Kharj.

### 3. Research Methodology

The research has followed the descriptive and quantitative methods for its suitability in achieving its aims. The study community consisted of faculty members during their rule at Prince Sattam bin Abdulaziz University Al-Kharj. The research sample consisted of (150) faculty members in the first semester of the academic year 1442 AH. It was chosen randomly, as shown in Table (1).

**Table 1:** The distribution of the study members according to their variables

Variable	Classification	Frequency	Ratio
Gender	Male	65	43.3
	Female	85	56.7
	Total	150	100%
Career title	Assistant Professor	62	41.3
	Associate Professor	43	28.7
	Lecturer	45	30.0
	Total	150	100%
Variable	Classification	Frequency	Ratio
Experience	Less than (5) years	24	16.0
	From (6-10) years	58	38.7
	More than (11) years	68	45.3
	Total	150	100%
Nationality	Sudan	38	25.3
	Egyptian	32	21.3
	Saudi	46	30.7
	Jordan	34	22.7
	Total	150	100%

From Table (1), the gender variable shows that the most frequent members of the sample are females, with a percentage of (56.7%). The job title variable indicates that the most regular sample members are an assistant professor's job (41.3%). The experience variable shows that the most frequent sample members consisted of those, whose years of experience are more than (11) years (45.3%). The nationality variable indicates that the most frequent respondents have a Saudi nationality at a rate of (30.7%).

Three research tools, optimism, ambition level, and psychological flow scales, were applied. The researchers prepared the optimism scale. The optimism scale was designed to measure the degree of optimism of the research sample. The researchers reviewed the psychological heritage and some previous Arab and foreign studies, and measures of optimism (Muheisen, 2012; Al-Majlawi, 2012; Al-Ansari, 2001). It consisted of (22) items with five answers in its final form. The second ambition level scale was developed by reviewing theoretical literature and previous studies (Abu Raya, 2010; Al-Zubair, 2017; Al-Zawahra, 2015). It consisted of (26) items, and the scale psychometric properties were verified and judged to ensure the scale validity and the soundness of the drafting of its items. The psychological flow scale has adopted a definition and consisted of four main areas. It uses (fully applicable, applies a lot, sometimes applies, does not apply, never applies) to the weights (5,4,3,2,1) for positive items and vice versa to negative ones. The full score of the scale was given (100) degrees and (20) for the lowest score. After confirming the apparent validity of the research measures, it was applied to the field of the research sample. The Pearson correlation coefficient was calculated to find out the internal validity of the questionnaire. The results are shown in Tables (2-4).

**Table 2:** Pearson correlation coefficients for optimism scale items.

No. of item	Correlation coefficients	No. of item	Correlation coefficients
1	**0.462	12	**0.423
2	**0.594	13	**0.634
3	**0.612	14	**0.474
4	**0.599	15	**0.520
5	**0.671	16	**0.396
6	**0.785	17	**0.239
7	**0.656	18	**0.714
8	**0.665	19	**0.706
9	**0.515	20	**0.753
10	**0.722	21	**0.551
11	**0.676	22	**0.705

\*\* significance at the level of 0.01 or less.

It is evident from Table (2) that the coefficient correlation values of each item of the optimism scale with the whole scale score are positive and statistically significant at the significance level (0.01) or less. It indicates the sincerity of its consistency and reliability.

**Table 3:** Pearson correlation coefficients for ambition scale items.

No. of item	Correlation coefficients	No. of item	Correlation coefficients
-------------	--------------------------	-------------	--------------------------

1	**0.552	14	**0.673
2	**0.379	15	**0.802
3	**0.666	16	**0.499
4	**0.803	17	**0.331
5	**0.829	18	**0.661
6	**0.763	19	**0.830
7	**0.612	20	**0.332
8	**0.719	21	**0.475
9	**0.670	22	**0.457
10	**0.684	23	**0.427
11	**0.683	24	**0.423
12	**0.670	25	**0.491
13	**0.650	26	**0.793

\*\* significance at the level of 0.01 or less

It is evident from Table (3) that the coefficient correlation values of each item of the ambition scale level with the whole score are positive and statistically significant at the level of significance (0.01) or less. It indicates the sincerity of its consistency and reliability.

**Table 4:** Pearson correlation coefficients for psychological flow scale items.

No. of item	Correlation coefficients	No. of item	Correlation coefficients
1	**0.729	11	**0.612
2	**0.719	12	**0.651
3	**0.434	13	**0.704
4	**0.753	14	**0.481
5	**0.577	15	**0.319
6	**0.530	16	**0.743
7	**0.717	17	**0.393
8	**0.708	18	**0.601
9	**0.472	19	**0.325
10	**0.682	20	**0.442

\*\* significance at the level of 0.01 or less

It is evident from Table (4) that the coefficient correlation values of each item of the psychological flow scale with the whole score are positive and a statistical function at the significance level (0.01) or less. It indicates the sincerity of its consistency and reliability. Cronbach's Alpha ( $\alpha$ ) was used to ensure the stability of the research tools. Table (5) shows the stability factors of the research tools.

**Table 5:** Cronbach Alpha coefficient to measure the stability of research tools.

Study tools	No. of items	Dimension stability
Optimism	22	0.918
Ambition level	26	0.932
Psychological flow	20	0.865

Table (5) shows that the reliability coefficient of the optimism scale, the ambition level scale, and the psychological flow scale are high, reaching (0.918, 0.932, 0.865) respectively. It indicates a high degree of stability of tools.

**4. Research Results and Discussion**

The first question: *Is there a positive, statistically significant correlation between psychological flow, optimism, and the ambition level among faculty members at Prince Sattam bin Abdulaziz University Al-Kharj?* The nature of the relationship between psychological flow, optimism, and the ambition level of the research sample was identified to answer this question. Pearson correlation coefficient was used, as shown in Table (6).

**Table 6:** Pearson correlation coefficients to clarify the relationship between psychological flow, optimism, and ambition level.

Scale		Optimism	Ambition level	Psychological flow
Optimism	Correlation coefficient	1		
	Statistical significance			
Ambition level	Correlation coefficient	0.363	1	
	Statistical significance	**0.000		
Psychological flow	Correlation coefficient	-0.026	-0.076	1
	Statistical significance	0.749	0.357	

\*\* significance at the level of 0.01

Table (6) indicates a positive correlation relationship at the level (0.01) between psychological flow, optimism, and ambition level. It implies that the greater the optimism, the greater the ambition level among the research sample. A positive relationship is a statistical significance between optimism and psychological flow. It is known that the faculty member at the university is the central nucleus of the educational sciences. The researchers see an optimistic view of the faculty member's personality that has a positive role in his psychological, professional, and behavioral life in the future. This study agrees with previous studies (Al-Masma, 2019; Sadiq, 2012; Jackman, 2016).

The second question: *Are there statistically significant differences between the research sample mean scores on the optimism scale according to the different research variables (gender, career title, experience years, and nationality)?* One Way ANOVA and Independent Sample T-test were performed for the differences in the averages of the study sample according to the difference in the gender, career title, experience years, and nationality variables. The results are summarized in Tables (7-10). The "Independent Sample T-test" works for the differences in the averages of the study sample answers according to the difference in the gender variable are mentioned in Table (7).

**Table 7:** The differences according to the gender variable.

	Gender	No.	Means	Standard deviation	T value	Significance
Optimism	Male	65	4.34	0.473	0.215	0.830
	Female	85	4.32	0.481		

It is clear from Table (7) that there are no statistically significant differences at the level of statistical significance (0.05) or less in the responses of the research sample about (optimism) according to the difference in the gender variable. The differences of the research sample answers according to the different career titles are mentioned in Table (8).

**Table 8:** The differences according to the career title variable.

	Source of variance	The sum of the squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Optimism	Between groups	0.1590	2	0.080	0.348	0.707
	Inside	33.633	147	0.229		
	Total	33.792	149	-		

It is evident from Table (8) that there are no statistically significant differences at the level of (0.05) or less in the responses of the research sample about (optimism) according to the different career title variable. The differences of the research sample answers according to the different experiences are cited in Table (9).

**Table 9:** The differences according to the experience variable.

	Source of variance	The sum of the squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Optimism	Between groups	0.717	2	0.3580	1.593	0.2070
	Inside	33.075	147	0.2250		
	Total	33.792	149	-		

It is evident from Table (9) that there are no differences at the level of statistical significance (0.05) or less in the responses of the research sample about "optimism" according to the difference in the experience variable. One Way ANOVA was established for differences of the research sample according to the nationality differences, as shown in Table (10).

**Table 10:** The differences according to the change of nationality.

	Source of variance	The sum of squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Optimism	Between groups	0.925	3	0.3580	1.369	0.254
	Inside	32.867	146	0.2250		
	Total	33.792	149	-		

It is evident from Table (10) that there are no differences at the level of statistical significance (0.05) or less in the research sample responses about (optimism) according to the difference in the nationality variable. It is because fulfilling needs makes the individual feel optimistic, his goals are achieved, and he feels happiness and psychological comfort to work without feeling the time and place. It has pointed out that optimism is a pathway to quality of life and enjoyment of work (Peterson, 2003; Jackman, 2016; Nassif, 2015).

The third question: *Are there statistically significant differences between the average grades of faculty members on the ambition level scale according to the study variables (gender, career title, experience, and nationality)?* Independent Sample T-test, One Way ANOVA, and LSD test were performed for the differences in the averages of the study sample according to the difference in the gender, career title, experience years, and nationality variables. The results are summarized in Tables (11-15).

**Table (11):** The differences according to the gender variable.

	Gender	No.	Means	Standard deviations	T value	Significance
Ambition level	Male	65	3.95	0.664	-2.008	*0.046
	Female	85	4.14	0.4770		

\* Statistical significance at the level of 0.05 or less.

It is evident from Table (11) that there are statistically significant differences at the level of statistical significance (0.05) or less in the research sample responses about (the ambition level) according to the difference of the gender variable in favor of females with a higher ambition level.

**Table (12):** "One Way ANOVA," differences according to the different career title variables.

	Source of variance	The sum of the squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Ambition level	Between groups	2.625	2	1.313	4.201	**0.017
	Inside	45.927	147	0.312		
	Total	48.552	149	-		

\*\* Statistical significance at the level of 0.01 or less.

It is clear from Table (12) that there are statistically significant differences at the level (0.01) or less in the study sample responses about (ambition level) according to the different career title variable. The "LSD" test was performed to determine the validity of the differences between each of the two categories of career title. The results are shown in Table (13).

**Table (13):** LSD test results for the differences between career title categories.

	Career title	No.	Means	Assistant Professor	Associate Professor	Lecturer
Ambition level	Assistant professor	62	4.20	-	**	
	Associate professor	43	3.89		-	
	Lecturer	45	4.03			-

\*\* Statistical significance at the level of 0.01 or less.

It is clear from Table (13) that there are differences at the level of statistical significance (0.01) or less between the assistant professors' answers and the participating professors about (the ambition level) in favor of the assistant professors.

**Table (14):** "One Way ANOVA" for the differences according to the experience variable.

	Source of variance	The sum of the squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Ambition level	Between groups	0.0350	2	0.0180	0.053	0.948
	Inside	48.517	147	0.3300		
	Total	48.552	149	-		

It is evident from Table (14) that there are no statistically significant differences at the level of statistical significance (0.05) or less in the study sample responses about (the ambition level) according to the different experience variable.

**Table (15):** "One Way ANOVA" for the differences according to the different nationality variables.

	Source of variance	The sum of the squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Ambition level	Between groups	1.423	3	0.474	1.470	0.225
	Inside	47.129	146	0.323		
	Total	48.552	149	-		

It is clear from Table (15) that there are no differences at the level of statistical significance (0.05) or less in the study sample responses about (the ambition level) according to the difference in the nationality variable.

The fourth question: *Are there statistically significant differences between the mean scores of the research sample on the psychological flow scale according to the different research variables (gender, career title, experience, and nationality)?* The results are shown in Table (16-20).

**Table (16):** "Independent Sample T-test" for the differences according to the gender variable.

	Gender	No.	Mean	Standard deviation	(T) value	Significance
Psychological flow	Male	65	3.95	0.664	-0.199	0.843
	Female	85	4.14	0.4770		

It is clear from Table (16) that there are no differences at the level of statistical significance (0.05) or less in the research sample responses about (psychological flow) according to the difference in the gender variable.

**Table (17):** "One Way ANOVA," for differences according to the different career title variables.

	Source of variance	The sum of the squares	Freedom degrees	Mean of the squares	F-value	statistical significance
Psychological flow	Between groups	.7160	2	.3580	1.873	0.157
	Inside	28.091	147	.1910		
	Total	28.807	149	-		

It is evident from Table (17) that there are no differences at the level of statistical significance (0.05) or less in the research sample responses about (psychological flow) according to the different career title variable.

**Table (18):** "One Way ANOVA" for differences according to the experience variable.

	Source of variance	The sum of squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Psychological flow	Between groups	0.1170	2	0.0580	0.299	0.742
	Inside	28.690	147	0.1950		
	Total	28.807	149	-		

It is clear from Table (18) that there are no differences at the level of statistical significance (0.05) or less in the study sample responses about (psychological flow) according to the difference in the experience variable.

**Table (19):** "One Way ANOVA" for differences according to the different nationality variables.

	Source of variance	The sum of squares	Freedom degrees	Mean of the squares	F-value	Statistical significance
Psychological flow	Between groups	1.966	3	0.6550	3.564	0.016**
	Inside	26.841	146	0.1840		
	Total	28.807	149	-		

\*\* Statistical significance at the level of 0.01 or less

It is evident from Table (19) that there are differences at the level of statistical significance (0.01) or less in the research sample answers about (psychological flow) according to the difference in the nationality variable. The "LSD" test was performed to determine the validity of the differences between each of the two nationality categories. The results are illustrated in Table (20).

**Table (20):** LSD test results for the differences between nationality categories.

	Nationality	N	Means	Soudanese	Egyptian	Saudi	Jordanian
Psychological flow	Soudanese	38	3.52	-	**		
	Egyptian	32	3.25		-		
	Saudi	46	3.35				
	Jordanian	34	3.53		**		-

\*\* Significant differences at the level of statistical significance (0.01) or less.

It is clear from Table (20) that there are differences at the level of statistical significance (0.01) or less between the research sample in favor of Jordanian nationality.

The fifth question: *Is it possible to predict the psychological flow of optimism and the ambition level among the research sample?* The multiple regression and analysis variance was calculated to answer this question, as shown in Tables (21-22).

**Table (21):** Results of analysis variance to predict the psychological flow of optimism and the ambition level of the research sample.

The source	Value R <sup>2</sup> determination factor	Sum of squares	Freedom degree	Mean of squares	(F) calculated value	(F)
Regression	0.006	0.166	18	0.083	0.425	0.655
Error		28.641	2	0.195		
Sum		28.807	147			

It is evident from Table (21) that two independent variables (optimism and the ambition level) explain only (0.6%) of the psychological flow total variance. It also shows that the model is not valid to predict the psychological flow of optimism and the ambition level of the research sample due to the insignificance of the (F) value at a high level.

**Table (22):** Results of multiple regression analysis to predict the psychological flow of optimism and the ambition level of the research sample.

Independent variable	B	Standard error	Bate	(T) value	Statistical significance
constant	3.648	0.362		10.072	**0.000
optimism	0.001	0.081	0.001	0.015	0.988
Ambition level	-0.059	0.68	-0.076	-0.865	0.389

\*\* Statistically significant at (0.01 ≥ α) level.

It is evident from Table (22) that the constant is statistically significant. The effect of (optimism and ambition levels) on psychological flow is statistically non-significant. Therefore it cannot be predicted.

### 5. Conclusions and Recommendations

The psychological, economic, social, and academic conditions among faculty members of all nationalities changed in light of remote work. The fundamental differences between them disappeared because of the factors that affect optimism and the ambition level, which may be identical. The remote work is for long periods without getting enough rest, and ambiguity role, loss of control sense over outputs, in addition to a feeling of isolation and weak professional relations, an increase in workload with the multitasking required, monotony, boredom, and insufficient willingness to deal with psychological and health pressures. The researchers believe that the application of this research should initiate at the beginning of the first semester of the academic year 1442 AH. In light of the lack of clear vision in remote work and its consequences for the psychological, social, and health effects of the Corona pandemic, it throws pressure. It contributes to the unpredictability of optimism and the ambition level in the psychological flow among the research sample.

The research has concluded a positive correlation relationship at the level (0.01) between psychological flow, optimism, and ambition level in the empirical exercise. It indicates that the greater the optimism, the greater the ambition level among the research sample. The research establishes an optimistic opinion of the faculty members' personality that positively affects their psychological, professional, and behavioral life in the future. Besides, there are no statistically significant differences at the level of (0.05) or less in the responses of the research sample about (optimism) according to variables of gender, career title, experience, and nationality. It is concluded that fulfilling needs makes the individual feel optimistic, his goals are achieved, and he feels happiness and psychological comfort to work without feeling the time and place. Similarly, there are statistically significant differences in the research sample responses (the ambition level) according to gender, career title, experience, and nationality. Likewise, there are no differences in the research sample responses about (psychological flow) according to the gender, career title, experience, and nationality variables.

Based on the research results, the study recommends modifying faculty members' perceptions of themselves and their profession to reflect their students positively. There is a need for intensifying programs to develop the positive aspects of faculty members at Prince Sattam bin Abdulaziz University in Al-Kharj. It is essential to provide material and moral incentives to increase their motivation towards work and raise their optimism and ambition. There is a dire need to upgrading teaching and keeping abreast of technical developments to reflect on the faculty members and their students. It is suggested to conduct comparative research between the university's faculties to determine the optimism and ambition level in faculty members' psychological flow. There is a necessity to design scales that measure psychological flow for all ages, professions, and specialties.

## 6.Acknowledgments

The Scientific Research Deanship supports this project at Prince Sattam Bin Abdulaziz University through Research Project No.16522/02/2020

## References

1. Abu Halawa, Muhammad Al-Saeed Abdul-Gawad. (2013). The State of Flow: Concept-Dimensions-Measurement, Psychological Science Network E-Book, Issue 29.
2. Al-Bahas, Syed Ahmed Kathem. (2010). Psychological flow and social anxiety among a sample of adolescent internet users: a clinical-clinical psycho-study - the fifteenth conference, Counseling Center, Ain Shams University.
3. Al-Ansari, Badr and Kathem, Ali (2008). Measuring optimism and pessimism among university students, a comparative cultural study between Kuwaiti and Omani students, Journal of Educational Psychology, Volume (9), Issue (4).
4. Al-Majlawi, Maher (2012). Optimism, pessimism, and psychosomatic symptoms among security employees left their work sites due to political disputes in the Gaza Strip, Al-Jameh Islamic Journal for Psychoeducational Studies 20 (H), 93-53.
5. Abdul-Karim, M. (2013). Parental treatment styles as perceived by adolescents and their relationship to optimism and pessimism. Journal of psychological counseling. (37), 77-127.
6. Marbah, T.; Bilal, N. (2017). Trait optimism-pessimism and their relationship to life satisfaction among a sample of the University of Mouloud Mammeri Tizzy ouzo. University Mer Telidji-Laghout at studies journal. (51), 35-48.
7. Ammar, Nashooh Karam; Dardir, Abu Bakr (2010). The counseling program's effectiveness is rational and emotional in developing coping methods with stress resulting from life events among university students. Unpublished doctor's thesis. Specialization in psychological counseling, Cairo University.
8. Al-Ansari, Badr. (1998). Optimism and Pessimism, Concept, Measurement and Relatives, Kuwait University, Kuwait.
9. Abdel Khaleq, Ahmad (2000). Optimism and pessimism. Presentation of Arab Studies, Journal of Psychology, Issue (56): The General Egyptian Book Authority, pp. 16.
10. Ahmed, Soheir. (2005). Methods of raising a child between theory and practice. Alexandria. Alexandria Book Center.
11. Al-Zawahra, Muhammad (2015). The relationship between toughness, psychological well-being, future anxiety and level of ambition among students of the University of Hail in Saudi Arabia, Al-Quds Open Journal for Educational and Psychological Research and Studies, 3 (10), 47-080.
12. Attalla, M. & Abdel-Salam, F. (2013). Positive psychology and its role in psychological practices and services futuristic perspective on its role in psychotherapeutic interventions and Psychology, 1(26), 339-357.

13. Benhan, B. (2016). Efficacy of meaning therapy in developing psychological flow and creative thinking skills among secondary stage students. *College of Educational Journal*.5 (26), 313-408.
14. Ahmed, A. & Zaki, M. (2013). Positive thinking & assertive behavior as predictors of psychological flow dimension in a sample of academically talented undergraduates. *The Egyptian Journal of psychological studies*.22, (87), 58-97.
15. Hamouda, M.& Zaki, W. (2015). Dominant thinking styles and their relationship to optimism and pessimism among Qaseem college of female education students, *journal of Arabic studies in education & psychology*(61),359-384.
16. Aljawaarinat, A. (2014). Fraternal relationships as predictors of optimism and pessimism in a sample of secondary stage students in Jordan.28. (1).157-186.
17. Bahri, N. & Yazd, S. (2014). The relationship between optimism, pessimism, locus of control, and psychological stress treatment styles in university students. *Humanistic and social sciences Generation Journal*. (2), 145-161.
18. Ibrahim, Hassan Eid. (2018). The state of psychological flow and its relationship to the level of ambition of a sample of swimming players in Damascus governorate, *Al-Baath Magazine*, Volume 40, Issue 17.
19. Sweid, Jihan Ali Al-Sayed; Saadeh, Marwa Salah Ibrahim. (2018). Psychological flow and its relationship to the quality of career and professional performance of faculty members at Menoufia University in qualification and academic accreditation. *Journal of the College of Education, Menoufia University*, 13 (a particular issue), 136-181.
20. Mahmoud, Heba Sami. (2018). Psychological flow and its relationship to the level of ambition among a sample of students of the College of Education, *Journal of the College of Education in Psychological Sciences, Ain Shams University*, (42) 11,104-277.
21. Abdullah, Hanan Moussa Al-Sayed. (2019). Psychological empowerment and organizational commitment as predictors of psychological flow among university faculty members, *Arab Studies in Education and Psychology*, pp. 116, 93-154.
22. El-Sherbiny, Atef; Al-Attayah, Asmaa. (2019). The predictive value of optimism in the psychological flow of faculty members (the Gulf States and Egypt). *A Comparative Study, The Jordanian Journal of Educational Sciences*, 15 (13) 359-376.
23. Avina, J; Mendonca, N; Sanket S. (2015). Understanding flow among Academicians, (In) Charmaine, E. J. Hartel, Wilfred J. Zerbe. Neal M.Ashkansy(ED) *New ways of studying Emotion in Organizations Research on Emotion in Organizations*, (11), 397-421.
24. Jackman, C; Swann, C.; Crust L. (2016). Exploring athlete's perception of the relationship between mental toughness and dispositional flow in sport, *psychology of sport and exercise*, 27-56-65.
25. Balgara, Ahmad (2018). Psychological flow and its relationship to job performance, a field study of the permanent workers of the Directorate of Commerce in Ouargla - unpublished master's thesis - the University of Qasri Marbah and Ouargla.
26. Muheisen, Aoun. (2012). Optimism and pessimism at Al-Aqsa University in Gaza in light of some variables. *Journal of the Islamic Educational and Psychological University*, 20 (H), 93-53.
27. Al-Ansari, Badr. (2001). *The reference in personality metrics*. Kuwait. Modern Book House.
28. Abu Raya, Morsi. (2010). The relationship of psychological alienation and the level of ambition with the variables of gender, specialization, and achievement of high school students in the Acre region, an unpublished master's thesis, Amman Arab University, Jordan.
29. Al-Zubair, Nadia; Makki, Dio. (2017). Future anxiety and its relationship to the level of ambition of female students of colleges of education in Sudanese universities.
30. Al-Masma, Modhi Khaled, Abdullah, Hashem Ibrahim, and Ajajah, Safaa Ahmed (2019). Predicting the motivation for academic achievement from the level of psychological flow among secondary school students in the State of Kuwait, *The Arab Journal of Educational and Psychological Sciences* (11), 233-268.
31. Sadiq, M. (2012). Flow and its relationship to some psychological factors among university students. *Psychological studies journal*.19, (2), 313-345.
32. Peterson, C. (2003). The future of optimism *American psychologist*, 55(1) .44-55.
33. Nassif, E. (2015). *Learned optimism and emotional creativity and there to psychological flow*. Ph.D. Dissertation Baghdad University.