

The Neurotic Perfectionism Of First Grade Teachers

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Abstract

The current research dealt with neurotic perfectionism among first grade teachers and its female teachers, and the research sample amounted to (400) male and female teachers. Males - females), third: the significance of the differences in neurotic perfectionism according to the variable years of service, and the results showed that first-grade teachers and his female teachers have neurotic perfectionism, and there are no differences in neurotic perfectionism according to the gender variable, and there are also no differences in neurotic perfectionism depending on the variable years of service.

Keywords: Neurotic, Perfectionism, first grade, teachers

Introduction

Research problem: That the Iraqi teacher lives in a society dominated by different cultural currents and various ideological frameworks that directly affected his different performance and behavior, and that these behaviors have appeared in their cruelty and extremism towards the various issues facing them and the groups in which he is a member or outside them and his concept of himself, which feeds from his sense Being a member of a particular social group, and the reflection of this on his social identity and social position, which puts him in a specific role that is achieved through his social status and different behavioral responses to what was mentioned (Mahdi, 2008: 87). Thus, neurotic perfectionism may emerge as an abnormal personality trait associated with a range of psychological disorders that include malnutrition, anxiety, and depression in addition to suicidal behaviors and difficulty in building social relationships, in addition to many harmful effects of perfectionism, including chronic feelings of failure, dissatisfaction and negative self-esteem. (Fleet & Hewitt, 2002: 327) Perfectionists are also characterized by all-or-nothing thinking, as they believe that they are failures if all goals are not completed and without any mistakes, that is, they have inflexible ideas regarding success or failure,

they often suffer from the fear of falling into The error, and they measure their self-worth in terms of productivity and achievement, and that failure to achieve their goals causes a decrease in self-esteem (Al-Khafaji, 2015: 5). The fear of failure due to imperfection and the inability to live up to expectations from oneself and others can cause destructive feelings to the individual, as the individual avoids performance that is less than ideal (Stone, 2005:20). The teacher may exert a great effort in his work, but he does not feel happy, and he may achieve practical successes, however, he may not feel comfortable, and he may express his views on events and people, but he may find great resistance from others. He may strive for excellence and perfection, and others may see that this pursuit is flawed, so when can this be a positive thing and when can it be negative, and what are its effects on his self-confidence and self-assertion (Al-Ahsan, 2015:3). Neurotic perfectionism is also a branch of neurosis that results in many behavioral and emotional disorders, which negatively affect the person's relationship with others around him, as a result of his awareness of the extremely high levels and standards that he sets for himself, or that he realizes that others around him in society set them for him (Atiya, 2009: 286). The problem of the current research is summarized in the following question: "Is there a

neurotic perfectionism among the teachers of the first grade of primary school?"

Research importance: The teaching profession is one of the oldest professions in the world and the most dangerous and important, because of its great impact on the upbringing of generations. He needs trained and qualified human cadres (Al-Jabari, 2005:5). Education teachers are the focus of the educational process in educational institutions, so they must be taken care of and given every care. The first-grade teacher is a person who has his abilities and needs, which are capable of growth and also subject to stopping when neglected, and that the teacher's personality and psychological balance reflect a great impact on his behavior on the one hand, and on his job performance in the classroom on the other hand (Al-Momani et al., 2015: 41). The concept of perfectionism is a concept that is observed in many areas and situations of life. The student may be perfect in his studies, the teacher may be perfect in the way he teaches, or the father may be perfect in raising his children.... Thus, perfectionists may be perfectionists in a specific aspect of their lives. Extremely high levels and standards in one aspect of his life, and others may set these levels and standards severely high in all aspects of his life, and perfectionism in this sense is a characteristic of many individuals (Al-Khafaji, 2015: 13). Perfectionism is a trait that prevails in all areas of life, especially in the field of work and education, and this trait can affect the personal appearance of individuals and affect their social relationships. Thus, perfectionism is a multi-dimensional concept (Stober & Otto, 2009: 364). One of the famous and well-known sayings is that "there is no perfect human being," and this indicates that perfection is an unrealistic goal, that is, it cannot be achieved. After that, the distinction spreads between the pursuit of excellence and perfectionism, which indicates and is linked to negative connotations or the field of pathological psychology (Hannah, 2008: 33). Cox and Anas (Cox & Enns, 2001) The perfectionist is an individual who believes that anything less than perfection in performance is unacceptable, which is inconsistent with the definition of the individual striving for excellence as an individual who is unable to feel self-satisfied and proud of the appropriate performance of his abilities (Al-Khafaji, 2015: 14). was look perfection on me that it self-distance One so lean part big From Research on me that it directed Toward Self Done concentration on me sides Personal and social Negativity for perfection, and in opposite she was destination another view supported From During study relations associative with concentration on me sides positivity perfection and

how its connection performance academic, and respect Self, and efficacy Autobiography (Samuel, 2014: 6). Also, perfectionism may be together Normal or neurotic Neurotic in its effects emotionality and social. Perfectionism normal natural she Property positive stimulates on me Effort high and perfectionists the swain they miss Pleasure strong From their effort Center has led to to me the performance ideal and achievement higher, And they can Modify level their work as Requires Attitude (Schuler, 1999: 98). But in the side the other Can that lead to behaviors perfectionism to me many From turbulence Mental Such as Obsessive compulsive, and troubles eater, and subscription and problems health and stress (Ali, 2016: 6). though From progress search remained perfectionism orbit Search for researchers especially while Regard in the ways that realize out perceptions others, so that opinions traditional to construct perfectionism Imagine perfectionism as a Indicator Intense imbalance in when I agree Most researchers on me that state Standards High It was one sides the basic in perfectionism, was Believes that Standards she was High to me Limit that it not met him to check Than Lead to me disappointment hopefull low respect Self and consequences dire Other (Samuel, 2014:48) Although From that individuals with perfectionism susceptible for feelings Despair depression, she Can Moreover that be positive and distinguished (Hamachek, 1978) two forms From perfectionism describe one of them the shape adaptive healthy and positive Which perfectionism normal Perfectionism so Feel individuals happy From During Pursuit to me Activities and standards Personal high and reasonable, and in opposite a description form negative not able on me acclimatization Which perfectionism neurotic Perfectionism so Feel individuals nervous and not the satisfaction and seek to achieve Expectations not reasonable, And while Kamali normal derives Pleasure From Pursuit We find km to _ stick by no Feel complacent About his performance Because he Believes it's a no Do The things picture good to justify this Feeling (Hamachek, 1978:27-28) clarified some Studies Engagement perfectionism the neurotic - much From the problems Mental and social And from this is Studies study rice et al. (1998, Rice et al) which indicated its results to me Engagement perfectionism Negativity negative appreciated Self and its connection positive By subscription (Atiya, 2009: 315) and found also that perfectionism to her Relationship with turbulence Mental Such as A study (Shafron & Mansell, 2001) has been got engaged perfectionism neurotic worried and stress and depression and obsessive compulsive and troubles Personal, and classifies Lots From

individuals Whose They have luxury neurotic on me that they with Pattern (Pacht, 1984: 388) (A) has study neurotic perfectionism on me Domain Wide in its effect and its relationship with problems the health Mental on me way example infected gluttony nervous loss appetite and troubles Obsessive compulsive and factors that lead to me Happening (Bousman, 2007:3).

Research goals: The current research aims to identify: Measuring neurotic perfectionism for first grade teachers and its female teachers. Significance of differences in neuroticism according to the gender variable (males - females) and years of service.

Limitations of Research: The current research is determined by the following: The current research is determined by the study of neurotic perfectionism among first-grade teachers in some primary schools affiliated to the Dhi Qar Education Directorate (2021-2022)

Definition of terms: Perfectionism Neurotic Perfectionism:

- (Hamachek, 1978): she a look the individual to me Currency and his effort on me it's a not Good though amazon It seems on me this the performance From Quality, and seen to me his performance on me it's a must and that is being better continuously accompanies that non the satisfaction as a Trait Always and accompanying and puts for himself levels no Can Access to her its capabilities and his abilities with the fear From Failure (Hamachek, 1978: 27).
- (Frost et al., 1990): she levels high that put it individuals for themselves and struggle to achieve and here Appear mistakes that make them paid in the start for work for fear From failure and necessity their arrival to me levels better with Feeling inferiority and not the satisfaction though From their achievements Which the desire in Access to level higher no agree their abilities (Frost et al, 1990: 449). Distance review definitions perfectionism adopted researcher the definition theoretical (Hamachek, 1978).
- The Procedural definition: it Degree the college that gets on her requester during his answer about vertebrae Scale perfectionism a neurotic who displays on it.

Literature review

1. The concept of Neurotic Perfectionism

There are many definitions of perfectionism due to the complexity of this concept and its association with many psychological disorders, as well as the difficulty of explaining it by referring it to a specific theory. With regard to psychological well-being (Al-Jubouri, 2021: 43), the debate is still growing about the concept and aspects of perfection that may or may not be harmful and incapable of adaptation. Self-defeating, which in turn can lead to increased anxiety, mood swings, and depression, and that (Blatt, 1995) later explained the self-destruction of perfectionism and linked it to critical depression and general psychopathology. It is early days that perfectionism may be more complex than it appears and may contain maladaptive functions that have been described as naturalistic idealism and neurotic perfectionism (A. Mistler, 2010:26). Hamachek, 1978 defined it , that the neurotic perfectionist is that individual who believes that he must be the best all the time, and always looks at his work and effort as incomplete and does not make him feel satisfied, and that he should have performed work and tasks better than what he did He never feels satisfied with himself, and sets for himself levels that he cannot reach through his abilities and capabilities, as well as an intense fear of failure, which makes him more tense(Hamachek, 1978: 32).

2. Theories that explain neurotic perfectionism

The theory of (Hamachek, 1978): he distinguished between normal perfectionists and neurotic perfectionists as follows:

- Normal perfectionism: It is in which the perfect and normal individual feels and derives a real sense of happiness through work that requires effort and perseverance and feels satisfied with the quality of his performance, and sets levels commensurate with his abilities or capabilities. (Al-Musa, 2007 : 43)
- Perfectionism Neurotic _ It is where the neurotic perfectionist feels that his work and efforts are not at the required level, despite the quality of his performance, that he must be constantly better, and this is accompanied by a feeling of dissatisfaction, as he sets himself high levels of goals that are difficult to achieve and reach with his abilities and capabilities, and he also has a fear of failure. (Pearson : 2003, 22)

According to Hamachek, normal perfectionists strive for perfection in their areas of expertise but know the limits of their ability. Ordinary perfectionists have high expectations for themselves, but these self-expectations are not against logic. The positions allow them (Wasef,

2009: 45). He also sees that normal perfectionists tend to get happiness from striving to reach the challenge but with attainable goals, and have flexible standards for themselves, and even if their performance is not good enough, they are able to reach their goals and feel satisfied, and on the contrary, It has been reported that neurotic perfectionists have a high level of stress and a fear of failure, in addition to that they rarely feel satisfied with their performance and do not experience happiness. (Saya, 2006:33) Perfectionism is the one in which the individual perceives his work and effort as good in his true measure, and tends to increase his self-esteem through his performance and his feeling of happiness and satisfaction in his work or in practical life in general, which is commensurate with the performance he performs and derives his pleasure from his effort. It is flexible in its ability to be less precise when appropriate. Saya, 2006: 35) On the other hand, neurotic perfectionists tend to place unreasonable demands on themselves and, as a result, constantly fail to meet their expectations. They do things right (Asal, 2001: 34). In neurotic perfectionism, the individual views his work and his effort as not good enough, despite the quality of performance. He also sets himself unrealistic levels that he cannot reach, and strives and stubbornly to achieve them, and he is unable to feel satisfied and be this is accompanied by a decrease in self-esteem (Asal, 2001: 32). To overcome a strong sense of inferiority they try to gain acceptance and entitlement by achieving goals since these goals are not realistic and cannot be reached, they cannot achieve their ideal of perfectionism. (Strober & Otto: 2009, 8) these differences in trends may extend to the picture in which each type of perfectionist deals with the

tasks set before him. The neurotic perfectionist feels anxious and fearful when he is ready to start a new task, while the normal perfectionist feels ready and excited. The neurotic perfectionists move out of fear of failure rather than a desire to improve. They place demands on themselves for higher levels of achievement than they are able to achieve and are not satisfied with achievement because of their unrealistic expectations (Hannha, 2008: 9). Normal perfectionists believe that they are obligated to meet high standards and leave relatively little room for error or failure, while neurotic perfectionists fail to meet these high standards excessively because they are unrealistic, resulting in stress, low self-esteem, depression and anxiety, and neurotic perfectionists feel dissatisfied. About their strenuous efforts even in the case of success because they often describe their achievements as worthless, and thus Hamachek believes that the non-adaptive tendency arises as a result of the parents' failure to satisfy the needs of love and acceptance in childhood, and parental attachment anxiety arises as a result of parents threatening their children to withdraw love from them (Wei, 2006: 21). Hamachek pointed out that neurotic perfectionism is a result of two environments: the first environment is either unsupportive or unsteady in its support. Good and in the absence of external standards, children set unrealistic personal standards and believe that if they can meet this perfectionist standard, then they can satisfy any individual. Conditions before external support meets and this individual learn to exaggerate the value of performance and underestimate the value of self. Only through performance do these individuals feel that they have a self (Jones, 2007: 16).).

3. Previous studies

study	Shamir et al, 2019
Study Title	Perfectionism, moral intelligence, and job exhaustion among primary teachers. Intelligence and Job Burnout in Elementary Teachers"
The study sample	The study sample was (250) male and female teachers, and the study population included .all primary school teachers in Shirvan County
Objectives of the study	The study aimed to identify the role of perfectionism and moral intelligence in predicting .job burnout among teachers in Shirvan County
Place of study	Shirvan District
Statistical means	To extract the results of the research, statistical means were used (Pearson correlation coefficient, multiple regression correlation coefficient, retest reliability and alpha equation .(Cronbach .(

results

The results of the study concluded that perfectionism predicts job fatigue among teachers to a large extent, as well as moral intelligence predicts job fatigue among teachers, and there is a correlation between perfectionism, moral intelligence and job fatigue among teachers

(Shamir et al, 2019: 1)

Research Methodology and Procedures

I. Research Methodology:

Since the current research aims to know the relationship between the calm ego and the neurotic perfectionism of first-grade teachers and its teachers, so the approach that the researcher followed is the descriptive approach, "and it means describing what is an object, and it includes a description of the current phenomenon, its structure, its processes and the prevailing conditions, as well as the descriptive approach." Collecting, classifying, analyzing, measuring and interpreting information and data" (Al-Jubouri, 2012: 179), which is based on the correlational method based on knowledge of the correlational relationships between variables and the differences between them (Obeid, 2003: 20), "and it is one of the forms of organized scientific analysis and interpretation to describe and classify the phenomenon or problem analyzing it and subjecting it to careful studies" (Melhem, 2000: 324).

Community Research: It means all individuals or things who have certain observable characteristics, and the only test for the community is the existence of a common characteristic among its members, and the observable characteristics of the community are called (the features of the community) (Al-Amiri, 86 : 2020) , and the current research community is determined by the teachers of the stage Primary education in the center of Nasiriyah city / Dhi Qar governorate , with a total number of (4426) male and female teachers, with (887) male and (3539) male teachers.

The research sample: The statistical sample of the research consisted of (400) male and female teachers of (80) male and female teachers (20 %), and (320) female teachers (80 %) of the first grade teachers in the schools of the Directorate of Education of Nasiriyah District Center / Dhi Qar Governorate, where The researcher used the proportional stratified random sampling method.

The search tool: Defining the concept of neurotic perfectionism: The researcher determined the theoretical definition of neurotic perfectionism based on the theoretical definition of Hamachek's theory

(1978, Hamachek), which he defined as the individual's view of his work and effort as not good despite the quality of this performance, and his performance is seen that it must be constantly better and accompany That dissatisfaction as a permanent and accompanying feature and sets for himself levels that he cannot reach with his capabilities and abilities with fear of failure (1978:27 , Hamachek) .

2. Determine the dimensions of the scale:

- a. Self- Oriented Perfectionism: In which the individual sets high standards for himself and tries to achieve them (Atiya, 2009: 291).
- b. Socially prescribed Perfectionism :It is a perfection that the individual acquires from his awareness of the environmental situations that surround him, as the perfectionist believes that others have ideal expectations and motives towards them, and that they feel that they must achieve these high standards, and that they expect perfect performance from them (Ali, 2016: 36)
- c. Fear of failure: This reflects a tendency to interpret mistakes as failures and the belief that failure will lead to a loss of respect for others , and that the owner of this style has an intense fear of failure and failure, and performance is linked to negative evaluation and social anxiety, and fear of failure, and failure to achieve Perfection, the inability to live up to expectations to the level of one's own expectations and others can cause feelings of helplessness that lead to procrastination and this allows the individual to avoid less than ideal performance (Ali, 2016 : 38).

3. Preparing the paragraphs of the scale in their initial form:

After defining the concept of neurotic perfectionism and determining its fields according to Hamachik theory, and after reviewing the theoretical frameworks and previous studies and their standards that are related to the topic of the research, the researcher has extracted a number of paragraphs (phrases) related to the concept of neurotic perfectionism, in proportion to each field and its definition and expressively The field as a whole, and thus the paragraphs of the scale were formulated in its initial form of (30) paragraphs, covering all areas of neurotic perfectionism distributed by (10)

paragraphs for the first field, (11) paragraphs for the second field, and (9) paragraphs for the third field, and the alternatives are (applicable to him). It always applies to it often, applies to it sometimes, applies to it rarely, never applies to it), and weights are given respectively (5, 4, 3, 2, 1) , which the arbitrators unanimously supported in content, weight and number, and it was formulated in the style of the phrase declarative

4. Measurement method:

The researcher relied on the Likert five-way method in preparing the neurotic perfectionism scale, as one of the methods used in preparing and constructing psychological scales, because it accurately shows the degree of the individual's orientation towards the subject of the research, as well as for its ease in construction and correction, and because it gives a more homogeneous scale and allows the optimum selection of the degree The feeling of the individual, and it allows for greater variance between individuals, and the large range of responses gives high stability (Al-Imam et al., 1990 : 228).

5. Validity of neurotic perfectionism scale items:

Sincerity of the arbitrators: The neurotic perfectionism scale was presented in its initial form to a number of specialists in educational and psychological sciences to express their opinion on the validity of the test items and its vocabulary. Some modifications were reviewed regarding the method of displaying the items based on their opinions.

6. Exploratory application: (experiment with clarity of paragraphs and scale instructions):

After the scale was prepared in its final form, the researcher applied the neurotic perfectionism scale to the members of the exploratory sample consisting of (50) male and female teachers, who were randomly selected from the teachers of the first primary school / in the schools of education center of Nasiriyah, in order to ensure that respondents understood the paragraphs And to find out whether these paragraphs are ambiguous or lack clarity for the sample members and work to modify them, the method of answering and calculating the time taken. The results of the exploratory application showed the clarity of the instructions and paragraphs for all the sample of the application. The time taken to answer the scale ranged between (15-20) minutes, and the respondents did not seem Any substantial questions about the method of answering, the paragraphs of the scale, and answer

alternatives, and so the scale is ready for statistical analysis .

7. Statistical analysis of the paragraphs of the (neurotic perfectionism) scale:

In order to ascertain the characteristics of each paragraph, the researcher conducted a statistical analysis of the paragraphs in two ways: First: The method of the two ends of the groups (discriminatory power of the vertebrae): The researcher followed the method of the two extreme groups, by taking (27 %) from the upper group and (27 %) from the lower group, as it represents the best percentage that can be adopted, to find the discriminatory power of the scale items. Distinguishing the items is an important aspect in the statistical analysis of the scale items. Through it, we ensure the efficiency of the items of the scale, especially the standard reference standards, which refer to the ability of the items of the scale to detect individual differences between individuals (Ebel, 1972: 398), and after the researcher applied the scale to the statistical analysis sample of (400) male and female teachers, After correcting the subjects' forms, the researcher did the following:

Determine the total score for the form: Arrange the forms in descending order from the highest total score to the lowest. The percentage of the upper (27 %) of the forms was taken as having the highest scores and was called the upper group, and the percentage of the lowest (27 %) that obtained the lowest scores and was called the lower group, and thus the number of forms that were subjected to analysis was (216) forms of (108) for the group The upper group, and (108) for the lower group.

Analyzing the scale items using the item discrimination equation: After the items of the scale were analyzed using the item discrimination equation, and applying the t-test for two independent samples (t. test) for two independent samples to find out the significance of the differences between the upper group and the lower group for each item of the scale. The table amounting to (96.1) at the significance level (05.0) and the degree of freedom (214), and it was found that all the paragraphs are highly distinguished. Second: Correlation coefficients (internal consistency): The researcher found the validity of the internal correlations of the neurotic perfectionism scale using the Pearson correlation coefficient, which are as follows: A- The relationship of the degree of the paragraph with the total degree of (the neurotic perfectionism scale): The relationship of the paragraph's degree with the total degree of the scale is an indicator of the validity of the paragraph as well as an indication of the homogeneity of the paragraphs in their measurement of the phenomenon (Allen &

Arour, 1979:123), and for the purpose of verifying that, the total degree of the scale was relied on as an internal criterion through which the validity coefficients of the paragraphs of the scale could be extracted. In order to calculate the correlation coefficient between the scores of the sample members on each item of the scale and their total scores, the researcher relied on the statistical analysis sample of (400) male and female teachers, using the Pearson correlation coefficient and it was found that all correlation coefficients are statistically significant. b - Relationship Domain by field and field by total degree: The researcher used the correlation coefficient (Pearson) to find the value of the correlation coefficient between the domains of the scale at the level of statistical significance (0.05). c- An exploratory factor analysis of the neurotic perfectionism scale:

Kaiser-Meyer-Ohlen test: The researcher extracted the value of (Kaiser-Meyer-Ohlen) test, which reached (79.0), which is higher than the cut-off degree of (50.0), which indicates that the size of the research sample is suitable for factor analysis.

Factor matrix of neurotic perfectionism scale after rotation: It was found that the result of the exploratory factor analysis resulted in three factors of the neurotic perfectionism scale, and that this factor explains the amount of (42.31 %) of the total variance.), the second factor represents (socially acquired perfectionism) saturated with paragraphs (9-17) except for paragraph (8), the third factor represents the field (self-directed perfectionism) with paragraphs (1-7) saturated with it except for paragraph (3), the fourth factor It is deleted, and thus the number of paragraphs of the scale is (23) in its final form.

8. Psychometric properties of the neurotic perfectionism scale:

The scale should have a number of basic psychometric properties, the most important of which are Validity and stability. Accordingly, the researcher verified the validity and stability of the scale according to the following steps:

First: Validity: Validity refers to validity of the scale in measuring what it was designed to measure (Abu Hatab et al., 2003: 132). Also, Validity can be defined as: "The survey's inclusion of all the elements that must be included in the analysis on the one hand and the clarity of its paragraphs and vocabulary on the other hand, so that It is understandable to everyone who uses it" (Obaidat et al., 2011: 44), and the validity of the scale was confirmed through two types of validity:

A- Face Validity: The apparent validity of the scale was verified by presenting it to a group of arbitrators in its initial form from those with specializations in the educational and psychological sciences, numbering (20), as shown in Table No. (13), and that the apparent validity is one of the types of Validity required in the preparation and construction of scales. Q and psychological tests, where this type of Validity refers to the appearance of the test and how it appears appropriate (Faraj, 2007: 271).

B - Construct Validity: construction Validity is one of the psychological features that appear or are reflected in the marks of a test or a measure. Types of Validity accepted from the point of view of a large number of specialists. Contrasted Groups) and (Internal Consistency)

In order to ensure the internal validity of the scale items, the researcher resorted to using three methods, represented by the following: - The discriminatory power of the scale items was calculated as in Table No. (14). - The relationship of the paragraph's degree with the total degree of the field to which it belongs, as in Table No. (15). - The relationship of the field degree to the total degree of the scale as in Table No. (16).

Second: Reliability Indexes: Reliability is one of the basic and necessary psychometric properties of psychological scales, and stability is intended to obtain approximately the same results if applied twice or more to the same group or individual (Mamaria, 2007: 16). It was applied to the same group twice between them (Al-Zoba'i and others, 1981: 29), and the researcher verified the stability of the Quiet Ego Scale after applying it to the stability sample consisting of (50) male and female teachers, in two ways:

A- Retest: This method reveals the extent of stability of the results. This method is based on applying the scale to a group of individuals twice in a row, and under the same conditions at a certain time interval. After that, the Pearson correlation coefficient is calculated for the scores of the subjects in the two applications to extract the reliability coefficient (Abdul Rahman: 2008). In order to calculate the stability according to this method, the researcher applied to a sample of (50) male and female teachers who were randomly selected, and after a period of two weeks the scale was re-applied to them, and the stability coefficient of the dimensions of the neurotic perfectionism scale was extracted using the Pearson correlation coefficient between the two applications' scores. The stability coefficient was (0.73) Cranach's Alpha Coefficient of internal consistency : This coefficient provides researchers with a good estimate

of the stability in most situations (Nannaly, 1978: 231), and this method is based on calculating the correlations between the coefficients of the stability group on all the items included in the test (Odeh and

Al-Khalili, 1988: 353). The researcher verified the stability of the neurotic perfectionism scale by the Alpha Cronbach method, based on the sample data for the college.

Table (A): The stability of the neurotic perfectionism scale by two methods (retest - Cronbach's alpha)

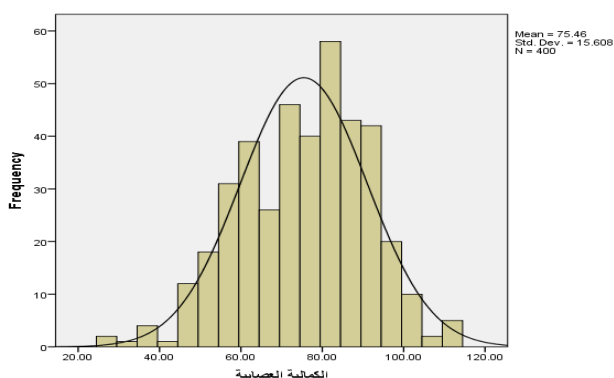
the tool	exam REPETITON	Alpha Cronbach
neurotic perfectionism scale	0.73	0.84

Statistical indicators of the neurotic perfectionism scale: After applying the scale to a sample of the statistical analysis of research, which amounted to (400) male and female teachers, the researcher

calculated the statistical indicators of the neurotic perfectionism scale. Distribution), and the representation of the distribution curve in Figure (3) and Table (18) illustrates this.

Table (B) Descriptive statistical characteristics of the research sample on the neurotic perfectionism scale

T	pointer	worth	T	pointer	worth
1	mean_	75.46	5	Skewness. sprain	-0.29
2	Median_	76	6	Kurtosis_	-0.15
3	Mode_	88	7	Minimum Degree	27
4	Standard DeviationStd.Dev	15.61	8	Maximum s highest' score	113



Shape (5) the average distribution of the degree of the sample members on the neurotic perfectionism scale

9. Describe the neurotic perfectionism scale in its final form:

After verifying the standard characteristics represented by the indicators of statistical analysis,

the validity and stability of the scale, and thus the neurotic perfectionism scale became in its final form consisting of (26) items according to the enthusiastic Likert scale (it applies to it completely, applies to it often, applies to it sometimes, applies to it rarely, does not apply never at all)

Presentation, discussion and interpretation of the result

The first objective: measuring the neurotic perfectionism of the teachers of the first grade of primary school and its teachers: the neurotic perfectionism scale to the research sample of (400) individuals. For the scale of (69) degrees, and by using the t-test for one sample, it was found that the

difference is statistically significant and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (399) and a level of significance (0.05). Table (1) illustrates this.

Table (1) T-test for the difference between the sample mean and the hypothetical mean of the neurotic perfectionism scale

Sample volume	SMA	standard deviation	hypothetical mean	Calculated T-value	Table T-value	degree of freedom	Indication level
400	75.46	15.61	69	8.27	1.96	399	D

The result of Table (1) indicates that the research sample has completeness neurotic It is evident from the result of Table (1) that the sample members enjoy neurotic perfectionism, as this result can be explained in the light of the theory (Hewitt & Flett, 1995) that through individuals' pursuit of perfection, the excess of it in some cases leads to the formation of major problems in the event Lack of control over it, which leads to neurotic perfectionism because they resort to setting high levels of good and successful performance, and strict self-evaluation, so that the result of this is either complete success or failure (Hewitt & Flett, 1995:457) The researcher explains through her knowledge of the theoretical framework and the problem of the research, and its importance that the sample enjoys neurotic perfectionism as a result of the nature of the professional pressures that teachers and teachers are exposed to in first grade, as well as the sensitivity of the segment they deal with who are first grade students that require special and accurate treatment in all respects. Which teachers take upon themselves to build an educational foundation for them on which to build other academic levels, as well as male and female teachers may not

have the ability to work in harsh conditions, which makes them less able to control their level of perfection, and the fear of making mistakes during the performance of the teaching profession and fear From failure, criticism, and setting high levels of performance, all of this leads to the teachers of the first grade of primary school describing the trait of neurotic perfectionism, and the presence of neurotic perfectionism indicates lack of stability and emotional balance, according to my opinion (Costa and Macri, 1992) in their definition of neurotic perfectionism. This result also agrees with the study (Saleh, 2009 : 125), which indicated that teachers do not have the neurotic trait, and it differed with the study (Al-Obaidi, 127 : 2020), which indicated that teachers do not have the neurotic trait.

second objective : to identify the differences in neurotic perfectionism according to the variables of sex and length of service. To achieve this goal , the researcher used a two -way analysis of variance Way Anova Two To know the significance of the differences in perfectionism neurotic according to my variable sex and duration The service and tables (2-3) illustrate this.

Table (2) Arithmetic averages and standard deviations of the neurotic perfectionism scale according to the variables of sex and length of service

Variables	the number	SMA	standard deviation
Male1-5	33	70.06	14.95
Male6-10	14	76.71	12.84
Male11-15	16	76.31	10.15
Males16 and over	18	78.56	17.56
all males	81	74.33	14.64
female1-5	123	76.93	15.16
female6-10	56	75.57	15.75
Females11-15	57	73.68	14.93

Females 16 and over	83	75.51	17.58
female all	319	75.74	15.85
1-5 kidney	156	75.47	15.33
6-10 total	70	75.80	15.13
11-15 total	73	74.26	14.00
16 or more total	101	76.05	17.53
total	400	75.46	15.61

Table (3) The results of the two-way analysis of variance to reveal the significance of the differences in neurotic perfectionism according to the variables of sex and length of service

s.of.v . contrast source	Sum of squares s.of.s	DF degree of freedom	MS mean . squares	F . value	Significance Sig
sex	119.806	1	119.806	0.49	not significant
the service	140.306	3	46.769	0.19	not significant
Gender * Service	1345.362	3	448,454	1.84	not significant
The error	95583.736	392	243.836	---	---
total	2374580	400	---	---	---

The results of Table (3) indicate the following: There is no statistically significant difference in neurotic perfectionism according to the gender variable, as the calculated t value was (0.49), which is less than the tabular t value of (3.84) at the significance level (0.05) and the degree of freedom (1-392).

There is no statistically significant difference in neurotic perfectionism according to the service variable, as the calculated t value reached (0.19), which is less than the tabular value of (2.60) at the significance level (0.05) and the degree of freedom (3-392). There is no significant interaction between the variables (sex and service), as the calculated t-value reached (1.84) which is less than the tabular t-value of (2.60) at the significance level (0.05) and the degree of freedom (3-392). This result can be explained by the exposure of first-grade teachers to various pressures, including that they deal with students at an early stage of their ages (6-7 years) with their problems and cognitive, social and emotional needs, and the difficulty of dealing with them, and they show a conflict about their beliefs about The best ways to educate and educate students and between adherence to educational standards in this field, the ambition to reach the ideal level of performance, and the pursuit of perfectionism in performing their tasks and social relations and obtaining acceptance and approval. The gender variable, as there are no statistically significant differences according to the service variable, and

there is no interaction between the variables (sex - service), and this result differs with the study (Al-Obaidi, 2020), which indicated that there are statistically significant differences in the tendency towards neurotic perfection and in favor of females. .

Recommendations

In light of the results of the current research, the researcher recommends the following:

Conducting some survey studies with the aim of knowing and investigating the reasons and circumstances that make the teachers of the first grade of primary school enjoy neurotic perfectionism.

The researcher recommends paying attention and providing material and moral incentives and rewards for first-grade teachers due to the responsibility they bear in order to gain them a sense of interest and satisfaction because the individual's satisfaction with his job is reflected on his success and achievement at work.

Suggestions

After presenting the results of the current research and recommendations, the researcher suggests the following:

- Conducting a study of neurotic perfectionism and its relationship to some variables (feeling of inferiority, self-transcendence, lifestyle)
- Conducting studies and research for the research variable on other social segments (university professors, graduate students, doctors ...).

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