



*Positive thinking and its relationship to professional performance
among physical education teachers in the Directorate of Education of
Thi Qar*

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ABSTRACT

Keywords:
*professional performance,
Directorate of Education,
among teachers .*

The study dealt with positive thinking and its relationship to the professional performance of physical education teachers in the Directorate of Education of Dhi Qar Teaching is not just a profession but a message that requires passion, dedication and a heart overflowing with positivity in an increasingly complex and challenging world Positive thinking among teachers becomes not a luxury but an inevitable necessity It is the motivation towards innovation and it is the indicator that They see the potential of every student. When the heart of a lesson beats with optimism, the features of the entire classroom change. It is no longer a place for indoctrination only, but also an oasis of growth where minds bloom and talents bloom. The positive teacher sees challenges as opportunities for learning and mistakes as steps towards mastery. This optimistic outlook not only affects the style he manages the classroom, which becomes wiser and more patient, but flows to touch the souls of students. They become more.Engagement and enthusiasm because they feel the warmth of confidence and faith in their abilities Pain A lesson that exudes positive energy gives its students the courage to explore the unknown and instills in them the seeds of a growth mindset where failure is not the end but a station for learning This teacher is not content with teaching school subjects, but also raises a generation that believes in itself capable of **solving problems** in innovative ways and facing life flexibly And because the teaching process can be arduous, positive thinking acts as a protective shield for the lesson It reduces the specter of professional burnout and enhances psychological resilience, enabling the teacher to withstand the daily pressures of work and most importantly, it builds bridges of trust and strong relationships with students, parents and colleagues, creating an integrated and cooperative learning environment.

Positive thinking is one of the psychological factors affecting the efficiency of individuals and their professional behavior, especially in the educational field, which requires psychological balance and effective interaction with students and the school community. The importance of this research lies in highlighting the relationship between positive thinking and the professional performance of physical education teachers, which may contribute to the development of training or guidance programs aimed at promoting positive thinking as a means to improve performance. The research also contributes to providing the Directorate of Education of Dhi Qar with scientific data that helps support educational cadres and provide a more positive and productive work environment.

The problem of research: The educational institution needs a teacher who possesses the skills and abilities that enable him to manage the lesson according to scientific foundations that promote the educational reality and keep pace with progress and in order to keep pace with these developments, the physical education teacher must be at the level of that development through the stages of his education for students, where he goes through problems and periods in which he needs to be constantly evaluated by himself or evaluated by others in order to constantly improve performance, especially in our time, which is called The era of innovations and developments confirms that the need for an effective and applied physical education teacher to highlight teaching skills and today we are witnessing a big difference in the concept of positive thinking has become looking at it and judging it with success or failure due to the good behavior of the teacher and different professional performances The physical education teacher is that teacher who surrounds himself with students working and reads their personality and involves them in drawing Participations and their implementation and encourages creative people who have the desire to learn, develop and grow and plans to prepare them as an effective team that encourages students with him to present new ideas that carry creativity and through successful and effective professional performance, which the researcher decided to study this problem and identify the positive thinking and professional performance of the physical education teacher.

Research Objectives:

A- Preparing a questionnaire for positive thinking among physical education teachers in the Directorate of Education of Dhi Qar Governorate 2- Building a measure of professional performance among physical education teachers in the Directorate of Education of Dhi Qar

Research Areas:

Human field: A sample of physical education teachers in the Directorate of Education of Dhi Qar Governorate.

Spatial field: Schools of the General Directorate of Education in Dhi Qar Governorate .

Time Range: For the period from 17/1/2025 to 1/4/2025

Keywords:

Positive thinking: The teacher's ability to produce ideas aimed at discovering new and valuable methods, dealing with what he faces flexibly, and solving problems .

Professional performance: The job performance of the teacher is how he performs his job duties and responsibilities within the classroom and successfully overcome the problems facing him.

Theoretical studies and previous studies :

Thinking is a mental process that distinguishes the individual from other living beings in terms of his ability to innovate, create and organize previous experiences in a way that contributes to finding a new way for each situation, which is a natural activity that will not be indispensable and a renewed force for the survival of the individual and society in the world of today and tomorrow and its function lies in (finding solutions to situations and obstacles that prevent meeting the needs and motives of the individual innate, acquired, physiological and psychological and without the intervention of thinking not These needs are satisfied, the psychological balance is disturbed and the adaptation process fails). ⁽¹⁾

Positive thinking: Positive thinking plays a very important role in the life of the individual, as it is the beginning of his way to success and achieving goals, and it is a means of optimism and looking at the beautiful in everything. It also has an effective and powerful impact on the psyche of the individual and matters of his daily and future life. Therefore, the individual seeks, whatever his age and whatever the time or place in which he lives, to be his life and the lives of those around him full of success and happiness, and tries hard to achieve his goal when he works to improve his intellectual levels. And trains himself to get rid of negative thoughts that affect his psychology and behavior whenever the individual's positive thinking led to a successful and effective solution to the problems facing him

Ali¹ Al-Amir: Psychology of the Soul, 1st Edition, Baghdad, House of General Cultural Affairs, 2002, p. 293.

Therefore, it has become necessary to pay attention to thought processes because it is (behavior that develops and becomes more complex with the growth of the individual and the accumulation of his experiences) ^{0.2}

Professional performance: It is a key axis in evaluating the performance of employees and the quality of their work within the institution, as it expresses the way in which the employee performs the tasks and responsibilities entrusted to him in his job, in other words, it is a measure that shows the effectiveness of the employee in accomplishing his work and achieving the goals of the organization Job performance refers to the way in which an employee performs the tasks and responsibilities required by his job, that is, it is a measure that shows how effective the employee is in accomplishing his work and how much he contributes to achieving the goals ^{of the organization} ().³

Youssef Murad (1987) defined the job performance of a teacher as his behavior and how he behaves during the learning process within the classroom and through which he completes the tasks and successfully assumes the responsibilities entrusted to him ^{0.4}

Research Methodology and Field Procedures:

Research Methodology : The researcher chose the descriptive approach in the survey method due to its suitability to the nature of the problem and its solution.

Community and research sample: The research community was identified as physical education teachers in the Directorate of Education of Dhi Qar Governorate for the academic year (2024-2025), which numbered (846) teachers, so the researcher had to choose a sample randomly from (190) teachers, which constituted a percentage of 22.45% of the construction sample and consisted of (100) teachers, which constituted 11.82 % of the research community and the sample of the exploratory experiment and consisted of (10) teachers, which constituted a percentage of 1.18 % of the research community determines the methodological procedures of this sample by experimenting with the scale exploratory sample application sample and consisted of (80) teachers, which constituted a percentage of 9.45%. A teacher from the research community

Table showing the distribution of sample individuals

Edward² Debora: Teaching Thinking , 1st Edition, Damascus, translated by Al-Rida for Publishing Al-Rida, 2001, p. 13.

Al-Omari Muhammad Mustafa: Work pressures and excitement, diplomatic magazine (Institute of Diplomatic Studies at the Saudi Ministry of Foreign Affairs), Saudi Arabia, No. 37, 2007, p 93. ³

Youssef Murad: Principles of Theoretical and Applied Psychology, Egypt, Dar Al-Maarifa, Part Two, Modern Scientific ⁴ Volume, 1978

| Percentage | Exploratory experiment | Percentage | Sample Application | Percentage | Sample construction | Community of origin | Sample | t |
|------------|------------------------|------------|--------------------|------------|---------------------|---------------------|--|---|
| 1,18% | 10 | 9,45 % | 80 | 11,82 % | 100 | 846 | Teachers of Dhi Qar Directorate of Education | 2 |
| | 10 | | 80 | | 100 | 846 | Total | |

Field Research Procedures :

Determining the areas of the scale: The positive thinking questionnaire for physical education teachers and the professional performance scale were determined. The researcher reviewed the sources, studies and previous research that dealt with the subject of research and personal interviews with some specialists in sports psychology, the researcher adopted the theoretical framework and was presented to a group of experts and specialists in sports psychology.

Determine the style and foundations of drafting paragraphs : After reviewing some relevant sources and studies and personal interviews with a group of experts and specialists, the researcher has relied on the foundations in drafting the paragraphs of the questionnaire and scale.

Presentation of the initial formula of the scale: The initial formula for the positive thinking questionnaire and the professional performance scale was presented to a body of arbitrators with experience and competence in the field of sports psychology, management and organization, numbering (15) experts, in order to ensure the validity of the paragraphs and their suitability for the study in which they were placed and judging them as they are suitable first fit and after the experts expressed their answers and observations on the paragraphs of the questionnaire and the scale, the answers were analyzed using (K_{a2}) for one sample and after analyzing the For answers showing approval of less than this number, the differences between those who agree and disagree using (K_{a2}) are statistically significant in favor of the survival of the paragraph and not deleting any paragraph.

Choice of the scale of estimation: The researcher used the scale of the triple estimate (often, sometimes, never) and the answers of the experts support this type of proposed scale in order to obtain a percentage of agreement 100% of the opinion of experts, which makes the proposed estimate scale valid for the scale and weights were given according to the direction of the paragraph.

Table showing the grades of the grade scale

| | | | | |
|--------|-----------------|-------|-----------------------|--|
| At all | Once in a while | Often | Paragraph orientation | |
|--------|-----------------|-------|-----------------------|--|

| | | | | |
|--------|-----------------|-------|-----------------------|--------------------------|
| 1 | 2 | 3 | positive | Positive thinking |
| 3 | 2 | 1 | negative | |
| At all | Once in a while | Often | Paragraph orientation | Professional performance |
| 1 | 2 | 3 | positive | |
| 3 | 2 | 1 | negative | |

Exploratory experience of the scales of positive thinking and professional performance:

In order to build a high-quality scale and to check the clarity of instructions and understanding of phrases and words from respondents. In order to identify the method of answering in the paper and calculate the time taken to answer, it was necessary to experiment with the scale through an exploratory experiment, which is (a mini-experiment applied to a small sample of the same research population conducted in conditions similar to the conditions of the main experiment). ⁵

The purpose of the exploratory experiment was to:

- 1- Know the difficulties faced by the researcher during the basic experiment.
- 2- Know the time it takes to deliver and receive forms.

2 - 7 Basic experience of analyzing the paragraphs of the scale on the construction sample:

The application was conducted on the date of (18/1/2025 to 31/1/2025), where (100) teachers were chosen and the forms were distributed to them, and after completing the answer, the researcher checked each form to ensure that the instructions were followed and all paragraphs were answered

2.7.1 Analysis of the paragraphs of the two scales statistically: defined (Scannel D: 1975, 215) "The objective of the analysis of paragraphs statistically" to improve the quality of the test by detecting the weakness of the paragraph and then work either to formulate it again or exclude it if it is not valid. ⁶

2.7.2 The discriminatory power of the paragraphs of the two scales: He pointed out (Show: 450, 1961) "The discriminatory power means "the extent to which the paragraphs are able to distinguish between those with higher and lower levels of teachers in relation to the area measured by the paragraphs". ⁷

(1) Haider Abdul Reda Al-Khafaji: Applied Guide in Writing Psychological and Educational Research, 1st Edition, Najaf, Al-Kalima Al-Tayyiba Library, 2014, p. 131..

(⁶) Scannel D : **Testing and measurement in the classroom** . Boston ,Houghton ,1975, p:215

(⁷) (Show: **Marin scales for the measurement of attitude**, New York ,Mc Growhill,1961.p450

For the purpose of calculating the discriminatory power, the researcher followed the following:

- 1- The alternative score chosen by the respondent was given to each paragraph of the questionnaire and the scale, then the scores of the paragraphs were collected for each member of the sample representing the total degree of the individual.
- 2- The scores obtained by the sample members were arranged in descending order from the highest to the lowest.
- 3- I took two groups of grades, one representing 27% of the individuals who obtained the highest scores and the second 27% of the individuals who obtained the lowest scores.

The upper and lower 27% are acceptable for comparison between two groups. (Menerrns: p310, 1984) "8This ratio presents us with two groups of maximum size and differentiation when the distribution of scores on the test is in the form of a moderate distribution curve."

Thus, the researcher has two upper and lower groups, each consisting of (27) forms and for the purpose of calculating the coefficient of discrimination of each paragraph of the positive thinking questionnaire of (50) items and (60) items for the professional performance scale, the researcher used the T-test by the statistical bag for the social sciences (SPSS) and counted the statistically significant T-value as an indicator to distinguish paragraphs

Shows the value of (t) calculated to indicate the discriminating ability of the positive thinking questionnaire paragraphs.

| Paragra ph strengt h | Signific ance level | Calculate d t-value | Lower Group | | Top Group | | |
|----------------------------|---------------------------|------------------------|-----------------------|--------------------|-----------------------|--------------------|----------------|
| | | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | sequenc ing |
| Charact eristic | 0,000 | 28,975 | 0,593 | 1,733 | 0,182 | 4,966 | 1 |
| Charact eristic | 0,000 | 18,448 | 0,406 | 1,200 | 0,758 | 4,100 | 2 |
| Charact eristic | 0,000 | 10,667 | 0,406 | 2,200 | 0,507 | 3,466 | 3 |
| Charact eristic | 0,000 | 9,910 | 0,507 | 1,533 | 0,746 | 3,166 | 4 |
| Charact eristic | 0,000 | 13,259 | 0,498 | 1,600 | 0,319 | 3,033 | 5 |
| Charact eristic | 0,000 | 9,824 | 0,449 | 1,266 | 0,568 | 2,566 | 6 |

(1) Menerrns, walen, Mann: Measurement and parturition in education and psychology , New Hall Rich ant – Winston. 1984,p310

| Paragraph strength | Significance level | Calculated t-value | Lower Group | | Top Group | | |
|--------------------|--------------------|--------------------|--------------------|-----------------|--------------------|-----------------|------------|
| | | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | sequencing |
| Characteristic | 0,000 | 12,736 | 0,479 | 1,833 | 0,182 | 2,966 | 7 |
| Characteristic | 0,000 | 8,558 | 0,530 | 1,833 | 0,525 | 3,543 | 8 |
| Characteristic | 0,000 | 11,595 | 0,691 | 1,933 | 0,550 | 3,800 | 9 |
| Characteristic | 0,000 | 12,401 | 0,345 | 1,866 | 0,182 | 2,966 | 10 |
| Characteristic | 0,000 | 18,382 | 0,534 | 1,300 | 0,504 | 3,766 | 11 |
| Characteristic | 0,000 | 9,256 | 0,643 | 2,286 | 0,490 | 3,366 | 12 |
| Characteristic | 0,000 | 14,643 | 0,534 | 1,700 | 0,592 | 3,833 | 13 |
| Characteristic | 0,000 | 12,963 | 0,678 | 1,433 | 0,571 | 3,533 | 14 |
| Characteristic | 0,000 | 9,616 | 0,758 | 2,333 | 0,661 | 4,100 | 15 |
| Characteristic | 0,000 | 14,540 | 0,449 | 1,733 | 0,507 | 3,533 | 16 |
| Characteristic | 0,000 | 7,460 | 0,305 | 1,900 | 0,253 | 2,933 | 17 |
| Characteristic | 0,000 | 13,004 | 0,563 | 1,600 | 0,253 | 3,066 | 18 |
| Characteristic | 0,000 | 14,574 | 0,550 | 2,200 | 0,413 | 4,033 | 19 |
| Characteristic | 0,000 | 10,132 | 0,498 | 1,600 | 0,520 | 2,933 | 20 |
| Characteristic | 0,000 | 15,057 | 0,454 | 2 | 0,702 | 4,300 | 21 |
| Characteristic | 0,000 | 11,564 | 0,498 | 1,400 | 0,461 | 2,833 | 22 |
| Characteristic | 0,000 | 10,420 | 0,466 | 2,300 | 0,546 | 3,666 | 23 |
| Characteristic | 0,000 | 11,736 | 0,379 | 2,833 | 0,172 | 2,966 | 24 |
| Characteristic | 0,000 | 10,351 | 0,507 | 1,533 | 0,587 | 3,001 | 25 |
| Characteristic | 0,000 | 18,107 | 0,449 | 2,066 | 0,434 | 4,133 | 26 |
| Characteristic | 0,000 | 11,453 | 0,466 | 1,700 | 0,480 | 3,100 | 27 |
| Characteristic | 0,000 | 8,142 | 0,711 | 2,333 | 0,546 | 3,666 | 28 |
| Characteristic | 0,000 | 16,624 | 0,461 | 2,166 | 0,628 | 4,533 | 29 |
| Characteristic | 0,000 | 16,279 | 0,629 | 1,500 | 0,430 | 3,766 | 30 |

| Paragraph strength | Significance level | Calculated t-value | Lower Group | | Top Group | | |
|--------------------|--------------------|--------------------|--------------------|-----------------|--------------------|-----------------|------------|
| | | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | sequencing |
| Characteristic | 0,000 | 10,290 | 0,507 | 1,533 | 0,661 | 3,100 | 31 |
| Characteristic | 0,000 | 17,350 | 0,434 | 2,133 | 0,413 | 4,033 | 32 |
| Characteristic | 0,000 | 9,401 | 0,345 | 2,866 | 0,182 | 3,966 | 33 |
| Characteristic | 0,000 | 12,189 | 0,571 | 1,533 | 0,484 | 3,200 | 34 |
| Characteristic | 0,000 | 18,154 | 0,449 | 2,066 | 0,371 | 4,381 | 35 |
| Characteristic | 0,000 | 12,826 | 0,498 | 2,400 | 0,402 | 3,900 | 36 |
| Distinctive | 0,000 | 9,746 | 0,365 | 2,987 | 0,538 | 2,846 | 37 |
| Characteristic | 0,000 | 11,365 | 0,320 | 2,282 | 0,363 | 4,351 | 38 |
| Characteristic | 0,000 | 13,218 | 0,479 | 1,666 | 0,571 | 3,466 | 39 |
| Characteristic | 0,000 | 15,753 | 0,479 | 1,333 | 0,365 | 3,066 | 40 |
| Characteristic | 0,000 | 10,145 | 0,480 | 1,900 | 0,606 | 3,333 | 41 |
| Characteristic | 0,000 | 17,140 | 0,504 | 2,433 | 0,490 | 4,633 | 42 |
| Characteristic | 0,000 | 10,218 | 0,490 | 2,366 | 0,568 | 3,766 | 43 |
| Characteristic | 0,000 | 16,451 | 0,449 | 2,066 | 0,379 | 3,833 | 44 |
| Characteristic | 0,000 | 23,695 | 0,365 | 1,933 | 0,319 | 4,033 | 45 |
| Characteristic | 0,000 | 13,910 | 0,479 | 1,666 | 0,504 | 3,433 | 46 |
| Characteristic | 0,000 | 11,195 | 0,508 | 2,500 | 0,434 | 3,866 | 47 |
| Characteristic | 0,000 | 7,112 | 0,466 | 1,700 | 0,827 | 2,933 | 48 |
| Characteristic | 0,000 | 11,488 | 0,379 | 2,166 | 0,606 | 3,666 | 49 |
| Characteristic | 0,000 | 12,522 | 0,449 | 1,266 | 0,681 | 3,133 | 50 |

Tabular T-value at significance level (0.05)

Shows the value of (t) calculated to indicate the discriminatory ability of the paragraphs of the professional performance scale.

| Paragraph strength | Significance level | Calculated t-value | Lower Group | | Top Group | | |
|-----------------------|--------------------|--------------------|--------------------|-----------------|--------------------|-----------------|------------|
| | | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | sequencing |
| Characteristic | 0,000 | 15,991 | 0,758 | 2,100 | 0,466 | 4,700 | 1 |
| Characteristic | 0,000 | 12,304 | 0,413 | 1,966 | 0,651 | 3,700 | 2 |

| | | | | | | | |
|----------------|-------|--------|-------|-------|-------|-------|----|
| Characteristic | 0,000 | 14,308 | 0,508 | 1,500 | 0,572 | 3,500 | 3 |
| Characteristic | 0,000 | 12,509 | 0,430 | 1,233 | 0,571 | 2,866 | 4 |
| Characteristic | 0,000 | 7,460 | 0,305 | 2,900 | 0,253 | 2,933 | 5 |
| Characteristic | 0,000 | 15,771 | 0,434 | 2,133 | 0,449 | 3,933 | 6 |
| Characteristic | 0,000 | 12,280 | 0,520 | 1,733 | 0,571 | 3,466 | 7 |
| Characteristic | 0,000 | 12,878 | 0,504 | 1,433 | 0,413 | 2,966 | 8 |
| Characteristic | 0,000 | 12,246 | 0,434 | 1,866 | 0,430 | 3,233 | 9 |
| Characteristic | 0,000 | 19,890 | 0,379 | 1,833 | 0,507 | 4,133 | 10 |
| Characteristic | 0,000 | 12,304 | 0,595 | 2,300 | 0,490 | 4,033 | 11 |
| Characteristic | 0,000 | 12,420 | 0,579 | 1,833 | 0,629 | 3,500 | 12 |
| Characteristic | 0,000 | 14,994 | 0,629 | 2,500 | 0,479 | 4,666 | 14 |
| Characteristic | 0,000 | 16,744 | 0,480 | 1,900 | 0,520 | 4,066 | 15 |
| Characteristic | 0,000 | 14,253 | 0,449 | 1,733 | 0,508 | 3,500 | 16 |
| Characteristic | 0,000 | 11,650 | 0,504 | 2,566 | 0,345 | 3,866 | 17 |
| Characteristic | 0,000 | 11,788 | 0,508 | 1,500 | 0,520 | 3,066 | 18 |
| Characteristic | 0,000 | 11,086 | 0,614 | 1,966 | 0,595 | 3,700 | 19 |
| Characteristic | 0,000 | 18,234 | 0,402 | 2,100 | 0,345 | 3,866 | 20 |
| Characteristic | 0,000 | 13,196 | 0,592 | 1,833 | 0,639 | 3,933 | 21 |
| Characteristic | 0,000 | 13,914 | 0,490 | 1,633 | 0,305 | 3,100 | 22 |
| Characteristic | 0,000 | 17,457 | 0,449 | 1,933 | 0,550 | 4,200 | 23 |
| Characteristic | 0,000 | 21,486 | 0,479 | 1,333 | 0,406 | 3,800 | 24 |
| Characteristic | 0,000 | 15,714 | 0,504 | 2,566 | 0,498 | 4,600 | 25 |
| Characteristic | 0,000 | 10,420 | 0,406 | 1,800 | 0,592 | 3,166 | 26 |
| Characteristic | 0,000 | 14,831 | 0,520 | 1,933 | 0,607 | 4,100 | 27 |
| Characteristic | 0,000 | 19,890 | 0,479 | 1,666 | 0,413 | 3,966 | 28 |
| Characteristic | 0,000 | 16,873 | 0,466 | 1,300 | 0,664 | 3,800 | 29 |
| Characteristic | 0,000 | 8,851 | 0,445 | 2,866 | 0,253 | 3,933 | 30 |
| Characteristic | 0,000 | 12,827 | 0,592 | 1,833 | 0,490 | 3,633 | 31 |
| Characteristic | 0,000 | 13,996 | 0,449 | 1,266 | 0,592 | 3,166 | 32 |
| Characteristic | 0,000 | 14,476 | 0,508 | 1,500 | 0,490 | 3,366 | 33 |
| Characteristic | 0,000 | 16,133 | 0,490 | 1,366 | 0,345 | 3,133 | 34 |
| Characteristic | 0,000 | 18,018 | 0,461 | 2,166 | 0,498 | 4,400 | 35 |
| Characteristic | 0,000 | 11,401 | 0,645 | 2,866 | 0,682 | 3,966 | 36 |
| Characteristic | 0,000 | 21,209 | 0,430 | 1,766 | 0,434 | 4,133 | 37 |
| Characteristic | 0,000 | 18,125 | 0,490 | 1,366 | 0,520 | 3,733 | 38 |
| Characteristic | 0,000 | 14,406 | 0,466 | 2,300 | 0,568 | 4,233 | 39 |
| Characteristic | 0,000 | 13,347 | 0,449 | 2,733 | 0,379 | 4,166 | 40 |
| Characteristic | 0,000 | 15,369 | 0,504 | 1,566 | 0,504 | 3,566 | 41 |

| | | | | | | | |
|----------------|-------|--------|-------|-------|-------|-------|----|
| Characteristic | 0,000 | 13,471 | 0,406 | 1,800 | 0,490 | 3,366 | 42 |
| Characteristic | 0,000 | 9,027 | 0,505 | 3,900 | 0,582 | 2,966 | 43 |
| Characteristic | 0,000 | 14,407 | 0,547 | 2,100 | 0,490 | 4,033 | 44 |
| Characteristic | 0,000 | 17,140 | 0,504 | 1,433 | 0,490 | 3,633 | 45 |
| Characteristic | 0,000 | 14,757 | 0,507 | 2,533 | 0,507 | 4,466 | 46 |
| Characteristic | 0,000 | 12,401 | 0,645 | 2,866 | 0,582 | 2,966 | 47 |
| Characteristic | 0,000 | 13,559 | 0,520 | 1,733 | 0,507 | 3,533 | 48 |
| Characteristic | 0,000 | 20,435 | 0,379 | 1,166 | 0,379 | 3,166 | 49 |
| Characteristic | 0,000 | 19,217 | 0,490 | 1,966 | 0,504 | 4,433 | 50 |
| Characteristic | 0,000 | 14,255 | 0,504 | 2,566 | 0,305 | 4,100 | 51 |
| Characteristic | 0,000 | 13,752 | 0,498 | 1,600 | 0,621 | 3,600 | 52 |
| Characteristic | 0,000 | 18,885 | 0,406 | 1,200 | 0,504 | 3,433 | 53 |
| Characteristic | 0,000 | 14,125 | 0,507 | 1,533 | 0,379 | 3,166 | 54 |
| Characteristic | 0,000 | 10,235 | 0,406 | 1,800 | 0,449 | 2,933 | 55 |
| Characteristic | 0,000 | 13,559 | 0,520 | 1,733 | 0,507 | 3,533 | 56 |
| Characteristic | 0,000 | 20,435 | 0,379 | 1,166 | 0,379 | 3,166 | 57 |
| Characteristic | 0,000 | 19,217 | 0,490 | 1,966 | 0,504 | 4,433 | 58 |
| Characteristic | 0,000 | 14,255 | 0,504 | 2,566 | 0,305 | 4,100 | 59 |
| Characteristic | 0,000 | 13,752 | 0,498 | 1,600 | 0,621 | 3,600 | 60 |

Tabular T-value at significance level (0.05)

2.7.3 Internal consistency coefficient: the discriminatory power of the paragraphs does not determine the extent of homogeneity in measuring the phenomenon set to measure as there can be paragraphs close in their discriminatory strength, but they measure different dimensions as this method assumes that the total degree is a criterion for the sincerity of the resolution and the scale deletes the paragraph when the degree of association with the total degree is low on the basis that the paragraphs do not measure the phenomenon measured by the resolution and the scale and that the use of the method of internal consistency distinguish the resolution And the scale with important features which are

- 1- The internal consistency procedure is one of the aspects of construction
2. The procedure of internal consistency is the extraction of the stability of the vertebrae

The method of internal consistency (Mohamed Nasr al-Din: 2006, 231) means the extent to which the paragraphs are related to each other and the extent to which each paragraph is related to the test as a whole, the existence of non-zero

correlations between the items of the questionnaire and the scale confirms the consistency of these paragraphs and that all measure the same thing to be measured ().⁹

This indicator was extracted using the significant correlation coefficient (Pearson) between the degree of each paragraph and the total degree of the questionnaire and the scale and the second method between the degree of each paragraph with the total degree of the questionnaire and the scale for all members of the sample, which numbered (100) teachers by the statistical bag for social sciences (spss)

Shows the values of the internal consistency coefficient for the positive thinking resolution.

| Significance level | Correlation coefficient | t | Significance level | Correlation coefficient | t | Significance level | Correlation coefficient | t |
|--------------------|-------------------------|----|--------------------|-------------------------|----|--------------------|-------------------------|----|
| 0.000 | 886** | 35 | 0.000 | ** ** | 18 | 0.000 | 953** | 1 |
| 0.000 | 878** | 36 | 0.000 | 862** | 19 | 0.000 | 855** | 2 |
| 0.000 | 906** | 37 | 0.000 | 874** | 20 | 0.000 | 842** | 3 |
| 0.000 | 896** | 38 | 0.000 | 917** | 21 | 0.000 | 871** | 4 |
| 0.000 | 882** | 39 | 0.000 | 941** | 22 | 0.000 | 872** | 5 |
| 0.000 | 864** | 40 | 0.000 | 763** | 23 | 0.000 | 856** | 6 |
| 0.000 | 897** | 41 | 0.000 | 883** | 24 | 0.000 | 863** | 7 |
| 0.000 | 854** | 42 | 0.000 | ** ** | 25 | 0.000 | 811** | 8 |
| 0.000 | 881** | 43 | 0.000 | 936** | 26 | 0.000 | 881** | 9 |
| 0.000 | 884** | 44 | 0.000 | ** ** | 27 | 0.000 | .875** | 10 |
| 0.000 | 869** | 45 | 0.000 | 859** | 28 | 0.000 | 766** | 11 |
| 0.000 | .780** | 46 | 0.000 | 919. | 29 | 0.000 | 814** | 12 |
| 0.000 | 879** | 47 | 0.000 | 904** | 30 | 0.000 | 937** | 13 |
| 0.000 | 874** | 48 | 0.000 | 906** | 31 | 0.000 | 884** | 14 |
| 0.000 | 864** | 49 | 0.000 | 906** | 23 | 0.000 | 933** | 15 |
| 0.000 | 868** | 50 | 0.000 | 953** | 33 | 0.000 | 852** | 16 |
| | | | 0.000 | 862** | 34 | 0.000 | 837** | 17 |

Shows the values of the internal consistency coefficient of the professional performance scale.

(1) Mohamed Nasr El-Din Radwan: Introduction to measurement in physical education and sports, 1st floor, Cairo, Book Center for Publishing, 2006. p. 231

| Significance level | Correlation coefficient | t | Significance level | Correlation coefficient | t | Significance level | Correlation coefficient | t |
|--------------------|-------------------------|----|--------------------|-------------------------|----|--------------------|-------------------------|----|
| 0.000 | .892** | 41 | 0.000 | .896** | 21 | 0.000 | .932** | 1 |
| 0.000 | ** ** | 42 | 0.000 | .841** | 22 | 0.000 | ** ** | 2 |
| 0.000 | ** ** | 43 | 0.000 | .906** | 23 | 0.000 | .787** | 3 |
| 0.000 | .868** | 44 | 0.000 | .866** | 24 | 0.000 | .792** | 4 |
| 0.000 | ** ** | 45 | 0.000 | .823** | 25 | 0.000 | .878** | 5 |
| 0.000 | .862** | 46 | 0.000 | .889** | 26 | 0.000 | ** ** | 6 |
| 0.000 | .882** | 47 | 0.000 | .723** | 27 | 0.000 | .723** | 7 |
| 0.000 | .904** | 48 | 0.000 | ** ** | 28 | 0.000 | .857** | 8 |
| 0.000 | .824** ** | 49 | 0.000 | .812** ** | 29 | 0.000 | ** ** | 9 |
| 0.000 | .872** | 50 | 0.000 | .894** | 30 | 0.000 | .783** | 10 |
| 0.000 | .615** | 51 | 0.000 | .929** ** | 31 | 0.000 | .892 | 11 |
| 0.000 | .901** | 52 | 0.000 | .860** | 32 | 0.000 | .846 | 12 |
| 0,000 | ** ** | 53 | 0.000 | .846** | 33 | 0.000 | .815 | 13 |
| 0,000 | .849** | 54 | 0.000 | .686** | 34 | 0.000 | .871 | 14 |
| 0,000 | ** ** | 55 | 0,000 | .817** | 35 | 0,000 | .806 | 15 |
| 0,000 | ** ** | 56 | 0,000 | .836** | 36 | 0,000 | .883 | 16 |
| 0,000 | .854** | 57 | 0,000 | .856** | 37 | 0,000 | .823 | 17 |
| 0,000 | .803** | 58 | 0,000 | ** ** | 38 | 0,000 | .871 | 18 |
| 0,000 | .895** | 59 | 0,000 | .889** | 39 | 0,000 | .846 | 19 |
| 0,000 | .818** | 60 | 0,000 | ** ** | 40 | 0,000 | .812 | 20 |

2-8 Scientific foundations of the scale:

2.8.1 Truthfulness of content or content:

" The sincerity of the content aims to know the representation of the test or scale of the aspects of the trait or the attribute or ability required to be measured, and this honesty has been achieved "Huan is a group of specialists to evaluate the validity of paragraphs to measure what was prepared for him " ()¹⁰

The sincerity of the content or content is one of the types of honesty that is evident through the contents of the questionnaire through the paragraphs of the presentation of these paragraphs to experts and specialists and this type of honesty has been achieved through the presentation of the questionnaire to experts and specialists in the presentation of the initial version of the questionnaire and scale

2.8.2 The method of the two extreme groups: extracted the discriminatory power of the paragraphs through which the paragraphs were identified capable of distinguishing between individuals with high grades and those with low scores, and that the ability of paragraphs to distinguish is evidence of the sincerity of construction

2.8.3 The relationship of the degree of each paragraph to the total degree of the scale (internal consistency) The researcher used the coefficient of internal consistency in the analysis of paragraphs of the questionnaire and the scale any calculation of the sincerity of the paragraphs of the resolution and the scale using the internal test by finding a correlation between the degree of each paragraph and the total degree of the dimension that belongs to it as well as the total degree of the resolution and the scale This type of honesty was achieved through the use of the simple law of association (Pearson) shows the internal consistency of the positive thinking questionnaire and the measure of professional performance.

2 - 8 - 4 half fraction of the scale: to find the stability coefficient of the questionnaire adopted the researcher soft fractionation half has relied on the data obtained from the members of the research sample of (100) teachers for the paragraphs of the positive thinking questionnaire and the amount of (50) paragraphs. The total degree of each member of the sample was adopted on each paragraph of the questionnaire, as the number of individual paragraphs of the positive thinking questionnaire reached (25) paragraphs and even (25) paragraphs, which are equal, which was calculated Pearson's correlation coefficient between the scores of the results of Partial of the questionnaire, which represent the paragraphs of equal number and then extracted the value of the correlation coefficient extracted correlation coefficient for positive thinking between the set of degrees of the two halves using the simple correlation coefficient (Pearson) by the statistical bag and the results of positive thinking before (Pearson) were (0.822) and after the correction (Spearman) was (0.919).

As the coefficient of stability extracted (before correction) means stability for half of the scale only and to conduct full stability of this scale was conducted measurement on the halves of the scales the first half answers to the individual sequence and the second half answers to the even sequence and to find the coefficient of the scale of professional performance adopted the researcher soft fragmentation half has relied on the data obtained from the members of the research sample of (100) teachers of the paragraphs of the scale of professional performance and the amount of (60) paragraph. The total degree of each member of the sample was adopted on each paragraph of the scale, as the number of individual paragraphs

of the professional performance scale (30) items and even (30) items, which are equal, which was calculated Pearson's correlation coefficient between the scores of partial results of the professional performance scale, which represent the equal number paragraphs, and then extracted the value of the correlation coefficient extracted the correlation coefficient for the professional performance scale Between the set of degrees of the two halves using the simple correlation coefficient (Pearson) by the statistical bag and the results of professional performance before (Pearson) were (0.842) and after the correction (Spearman) was (0.923) as the coefficient of stability extracted (before correction) means stability for half of the scale only and to conduct complete stability of this scale was made measurement on the halves of the scales the first half answers individual sequence and the second half even-sequence

2.9 Main experience:

After completing all the requirements and procedures for designing and building the positive thinking questionnaire and the professional performance scale, which consists of (50) items for the questionnaire and (60) items for the scale, the researcher applied the questionnaire and the scale in their final form to the application sample of (80) physical education teachers for the academic year 2024/2025 and the period from 17/1/2025 to 1/3/2025.

2.10 Statistical Methods

The statistical data was processed by the use of statistical software (SPSS).

3- Presenting, analyzing and discussing the results of positive thinking and the measure of professional performance among physical education teachers

3.1 Presentation of results

Shows the arithmetic mean, standard deviation and calculated t value for the positive thinking questionnaire and the professional performance scale

| Statistical significance | Tabular value | Value of t | Standard deviation | Arithmetic mean | Variables |
|--------------------------|---------------|------------|--------------------|-----------------|--------------------------|
| D | 0.195 | 11.244 | 4,22 | 128.96 | Positive thinking |
| | | | 9,61 | 187,55 | Professional performance |

It is clear from the table that the arithmetic mean of the positive thinking questionnaire (128.96) with a standard deviation (4.22) and the arithmetic mean of the professional performance scale was (187.55) and a standard deviation (9.61) and the calculated value (T) was (11,244) greater than the value of (T) tabular (1.95)

and the level of error (0.05) and this means that there are significant differences between positive thinking and professional performance .

3.2 Discussion of results

The researcher believes that the progress made in positive thinking at the level of teachers' practice to adopt that their society represents an important educational circle dominated by advanced and human relations and that this development comes through the positive spirit they enjoy, mutual respect, taking the opinions of the school administration and spreading an atmosphere of democracy in dialogues, seminars and meetings held by the school administration and their high thinking outside schools. In sports participations and the beginning of opinions and directives that seek to serve school sports and the educational process as a whole in addition to activating the role of teachers in order to create a sound professional climate and accordingly, the involvement of teachers in appropriate training programs works to raise the level of performance and the extent of clear understanding of professional performance, which has become necessary in the era of current cognitive progress and always pushes you to develop thinking and master new skills in order to help teachers. In thinking in a positive spirit permanently different and sophisticated and is characterized by modern technologies and the search for smart and non-traditional alternatives that ensure the workflow according to scientific foundations and the researcher attributes this good percentage in the skill of positive thinking among teachers to the factor of experience gained from the practice of work as well as their continuous quest to develop their professional ability, which expands the intellectual framework of the teacher and his professional performance. About his work through good knowledge of the methods and methods of work and qualities that must be characterized by the teacher such as balance, self-preservation, non-emotion, gaining the trust of others, insight, justice, objectivity in decision-making and non-haste are all necessary needs that raise job and professional performance. The good knowledge of teachers in the elements of administrative work being one of the basics of professional performance. And his follow-up of the administrative aspects related to his work and his ability to hold periodic meetings and continuous meetings with students and the correct use of the powers vested in them and increase the effectiveness of success in educational work, which is the goal of education in improving the teaching and learning processes were all behind this good percentage of the level of their practice of these competencies.

This is agreed upon (Barian Tracy: 2006, 27) "The mind has one idea at any given time, and if we enter into our minds a positive idea, the negative idea that

corresponds to it comes out because the mind does not accept a vacuum, and if we do not fill it with positive thoughts, it is filled¹¹ with negative thoughts."

This is confirmed by (Hisham Mokhaimer: 1991, 53) "The study environment helps to speed up thinking because there are forms of activity and diversity, which occur constructive interactions and social relations based on the teacher and the strength of the student provides an opportunity for sound trends between the student and the teacher and the teacher and himself based on the enjoyment of moral and positive thinking" ^{0.12}

He pointed out (Abdel Fattah Hajjaj: 1984, 35) "There is a relationship represented by moral judgments and moral behavior and positive thinking that affects the decision and believes that it is right to behave ethically when faced with a moral position and values and principles of moral internal are only instructions consisting of a series of individual decisions emanating from the same person, moral thinking represents the pattern of thinking used to solve the moral problem according to the theory of Kohlberg" ^{0.13}

Chapter V: Conclusions and recommendations

Conclusions : In the light of the results of the research and the analysis of statistical data obtained through the positive thinking questionnaire and the professional performance scale , the researcher reached the following conclusions :

- 1- The questionnaire prepared by the researcher (positive thinking) and meets its scientific conditions is able to reveal what has been developed and suits the target group (research sample) under study
- 2- Positive thinking questionnaire that the researcher has built and achieved its scientific conditions is able to measure positive thinking among physical education teachers
- 3- Physical education teachers are distinguished by practicing their work in the Directorate of Education of Dhi Qar with real knowledge and all the areas in which the scale was built, not most of them

Barian¹¹ Tracy: The Psychology of Success, (translation) Abdul Latif Al-Khayyat, Amman, Jar Al-Thaqafa for Publishing and Distribution, 2006, p. 27.

Hisham ¹²Mokhaimer: The relationship between the level of moral maturity and some variables for the secondary stage, unpublished master's thesis, Faculty of Education, Ain Shams University, 1991, p. 53.

Abdel Fattah Hajjaj: Moral Thinking and Moral Education, College of Education, Third Issue, Qatar University, ¹³ 1984, p. 35.

4- Physical education teachers in the Directorate of Education of Dhi Qar, through practicing their work, obtained a full understanding and great knowledge of the professional performance scale of physical education teachers

5- The professional performance scale that the researcher has built and achieved its scientific conditions is able to measure the professional performance of physical education teachers

Recommendations

1- Adopting a positive thinking questionnaire to detect positive thinking among physical education teachers, as it was built according to sound scientific foundations to be a guide for dealing with teachers

2- Applying the positive thinking questionnaire by researchers and graduate students to identify positive thinking and its relationship to some other variables, whether physical or psychological.

3- Apply the current professional performance scale to identify the relationship between professional performance and other variables

Shows the paragraphs of the positive thinking questionnaire in its final form

Dear Professor,

The researcher aims to conduct his research tagged (positive thinking and its relationship to professional performance among physical education teachers in the Directorate of Education of Dhi Qar)

In view of the scientific status that you enjoy and the fact that you are experienced and specialized, we kindly ask you to specify the paragraphs in terms of their comprehensiveness and measurement in the component for which they were placed by placing a sign () ✓ in front of the valid phrase, noting that the proposed alternative system is the tripartite system (often - sometimes - never)

Positive thinking: It is the beginning of its way to success and achieving goals, and it is a means of optimism and looking at the beautiful in everything. It also has an effective and strong impact on the psyche of the individual and the matters of his daily and future life.

Thank you for your cooperation with us in the service of the scientific movement

- There is no right answer and another wrong, but your answer is based on how you feel.

- The information you provide is for scientific research purposes only.

Positive thinking among physical education teachers in Dhi Qar Governorate

| At all | Once in a while | Often | Paragraph | t |
|--------|-----------------------|-------|---|----|
| | | | Have the experience, skill and knowledge of the problem | 1 |
| | | | Choose the solution that doesn't take time and cost | 2 |
| | | | I discuss with teachers and try to clarify their vision | 3 |
| | | | Help use new teaching methods | 4 |
| | | | I respect the thinking and expression of fellow teachers | 5 |
| | | | I can detect weakness in the lesson. | 6 |
| | | | I always try to overcome difficulties | 7 |
| | | | Stay away from double standards in dealing with the teacher | 8 |
| | | | I do new and realistic work | 9 |
| | | | Suggest new methods in teacher performance | 10 |
| | | | I hesitate to apply new methods when I can't find help | 11 |
| | | | I find that simplifying ideas facilitates the obstacles to work | 12 |
| | | | Have a vision to solve problems | 13 |
| | | | I try to present a new style of work that takes into account the differences between students | 14 |
| | | | I try to finish the lesson in a positive way | 15 |
| | | | Be sure to submit new ideas | 16 |
| | | | Possess sufficient scientific and professional skills | 17 |
| | | | I agree to introduce new skills in the lesson plan | 18 |
| | | | I care about opinions contrary to mine | 19 |
| | | | Use a method for the purpose of achieving creativity | 20 |
| | | | Take appropriate and corrective action for students | 21 |
| | | | I prefer to use the interview for the purpose of explaining the information | 22 |
| | | | I prefer to listen to students and talk to them | 23 |
| | | | I discuss the administration with the study plan | 24 |
| | | | Listen to students' modern and creative ideas | 25 |
| | | | Listen to students' opinions, put forward ideas and discuss them freely | 26 |
| | | | I have the ability to organize my thoughts. | 27 |
| | | | Take care to solve problems | 28 |
| | | | Have the ability to convince students, dialogue with them and discuss them | 29 |
| | | | Be flexible and listen to others' opinions | 30 |
| | | | Prioritize according to the situation | 31 |
| | | | Have the ability to influence students | 32 |
| | | | Give students the opportunity and encourage their talents and creativity | 33 |
| | | | I strive to achieve the goals as required | 34 |
| | | | Be motivated and encourage creativity | 35 |
| | | | Show enthusiasm to adopt students' ideas | 36 |
| | | | Enjoy outstanding student performance | 37 |
| | | | Seek to adapt to variables | 38 |
| | | | Set performance standards | 39 |
| | | | Have the ability to understand and simplify ideas | 40 |
| | | | Provide a positive climate for students | 41 |
| | | | Characterized by a spirit of cooperation and handling matters | 42 |
| | | | Be flexible in thinking and dealing | 43 |

| | | | | |
|--|--|--|---|----|
| | | | Brainstorm new topics | 44 |
| | | | Consider things about my work | 45 |
| | | | I can concentrate when listening | 46 |
| | | | I try to avoid routine and make sure to change | 47 |
| | | | I am good at encouraging students and praising them | 48 |
| | | | I have the ability to find creative ideas | 49 |
| | | | I react to the situation and control my emotions | 50 |

Table showing the paragraphs of the professional performance scale in its final form

Dear Professor,

The researcher aims to conduct his research tagged (positive thinking and its relationship to professional performance among physical education teachers in the Directorate of Education of Dhi Qar)

In view of the scientific status that you enjoy and the fact that you are experienced and specialized, we kindly ask you to specify the paragraphs in terms of their comprehensiveness and measurement in the component for which they were placed by placing a sign ()✓ in front of the valid phrase, noting that the proposed alternative system is the tripartite system (often - sometimes - never)

Professional performance: The teacher's job performance is his behavior and how he behaves during the learning process within the classroom and through which he completes tasks and successfully assumes the responsibilities assigned to him

Thank you for your cooperation with us in the service of the scientific movement

● There is no right answer and another wrong, but your answer is based on how you feel.

● The information you provide is for scientific research purposes only.

Scale of professional performance among physical education teachers in the Directorate of Education of Dhi Qar

| At all | Sometimes | All the time | Paragraph | t |
|--------|-----------|--------------|--|----|
| | | | I agree with the administration about the students' problems | 1 |
| | | | Contribute and adopt the solution of obstacles that guide students. | 2 |
| | | | Accept the other opinion from others. | 3 |
| | | | I don't get confused when I'm exposed to embarrassing situations. | 4 |
| | | | I feel capable of self-control. | 5 |
| | | | Help guide student behavior | 6 |
| | | | I have the ability to correct errors. | 7 |
| | | | Contribute to putting forward ideas and proposals for the success of the work. | 8 |
| | | | Accept the other opinion without emotion. | 9 |
| | | | I have talents related to my profession | 10 |

| | | | | |
|--|--|--|--|----|
| | | | Bring out as much skills as possible in my work. | 11 |
| | | | Feel safe when I get creative in my work. | 12 |
| | | | I accept solutions to obstacles in school work. | 13 |
| | | | The spirit of cooperation and problem solving prevails in my professional environment. | 14 |
| | | | Always take care of following up students and apply the instructions of the administration | 15 |
| | | | Be sure to implement instructions for scout school activity | 16 |
| | | | I insist on my decision when it comes to my work. | 17 |
| | | | I work to provide assistance to those who ask me. | 18 |
| | | | Pay attention to the sports uniform during the lesson. | 19 |
| | | | I don't try to leave a negative impact on others. | 20 |
| | | | I direct and make sure to stick to the lesson | 21 |
| | | | Be calm during the process and consider it important. | 22 |
| | | | Work honestly, professionally and without getting bored. | 23 |
| | | | I forgive others and turn a blind eye to simple mistakes. | 24 |
| | | | Accomplish my work with precision and skill. | 25 |
| | | | I follow the implementation of the curriculum and the prescribed ministerial instructions | 26 |
| | | | Accept criticism from management and make the right decisions. | 27 |
| | | | I'm not afraid to fix my mistakes. | 28 |
| | | | He doesn't appear nervous | 29 |
| | | | I always agree with the management and those who work with me. | 30 |
| | | | I instruct sports teachers to wear sports uniforms in the lesson | 31 |
| | | | I am not characterized by poor attention to the problems facing me. | 32 |
| | | | Follow the lesson plan flexibly. | 33 |
| | | | No provocation from school administration visits. | 34 |
| | | | I'm following my records for the physical education lesson. | 35 |
| | | | I don't care about the lack of school sports supplies. | 36 |
| | | | Give attention to the presence and use of sports equipment and equipment. | 37 |
| | | | I am always fair and balanced with students and try to get close to them. | 38 |
| | | | I have the ability to persuade and influence management | 39 |
| | | | Take care of the need to commit to work and register attendance | 40 |
| | | | I provide assistance to those who need it. | 41 |
| | | | I determine priorities in light of the capabilities available in the school. | 42 |
| | | | I face criticism with positivity and a flexible spirit. | 43 |
| | | | I feel happy when someone asks for help. | 44 |
| | | | I direct the morning line-up | 45 |

| | | | |
|--|--|---|----|
| | | Contribute to the development and repair of sports arenas. | 46 |
| | | Help change wrong behaviors and consider them part of my work. | 47 |
| | | I feel the ability to cope when I'm exposed to difficult situations. | 48 |
| | | The student was allowed to choose sports activities | 49 |
| | | I periodically review my work that I have accomplished | 50 |
| | | I help the administration sometimes | 51 |
| | | I deal with the management honestly, transparently and flexibly. | 52 |
| | | I carry out my professional duties professionally. | 53 |
| | | Having mutual respect enables me to perform my duties | 54 |
| | | Participate in all committees as needed | 55 |
| | | Respect the traditions and customs of the society | 56 |
| | | I reconcile proposals with my professional tasks | 57 |
| | | I defend constructive ideas and encourage action with them | 58 |
| | | Use the best way to deal | 59 |
| | | The teacher monitors the implementation of the policies of the Directorate of Education and the implementation of the instructions. | 60 |

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