



مجلة جامعة ذي قار لعلوم التربية البدنية
عجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



(Positive Thinking among Female Students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul)

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ABSTRACT

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Keywords:

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1- Identifying the level of positive thinking among the students of the Department of Physical Education and Sport Sciences.

At the Faculty of Education for Girls, University of Mosul.

2- Identifying the differences between the students' responses on the Positive Thinking Scale according to a variable.

Academic Year "Second, Third, Fourth"

The researchers used the descriptive method in the survey method to suit the type of study and its objectives. Wherein

The research sample was selected by the deliberate method, which included three stages (second, third and fourth), which numbered (135) female students, while the research sample consisted of (92) female students, representing (68.14%) of the research community, and the researchers used the positive thinking questionnaire prepared by (Al-Houry / 2019), where the questionnaire consists of (34) paragraphs and the questionnaire paragraphs are answered according to Five alternatives, and the data were statistically processed using SPSS statistical software.

The researchers concluded the following:

- 1- The female students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul have a positive level of positive thinking.
- 2- There are non-significant differences between the students' responses to the Positive Thinking Scale according to the variable of the academic year (second, third, and fourth)

1.1 Introduction and Importance of Research

Thinking is an essential factor in a person's life. It helps to direct and progress life, as well as helps to solve problems and avoid many dangers, and by means of which a person can control and control many things and manage them for his benefit.

Positive thinking represents the most prominent aspects of human ability. It is undoubtedly the most effective tool in dealing with life's problems and challenges. Difficulties, difficulties, obstacles and negatives of all kinds can only be solved in practice through positive thinking, which alone provides exits and explores the possibilities of solutions. (Hijazi, 2005, 329)

Hence, the interest in positive thinking emerged in that it is a style of thinking that elevates the individual and helps him to invest his mind, feelings, and behavior, discover his potential, and change his life for the better using positive activities and methods (Al-Ansari, 2012, 7).

Positive thinking is an optimistic attitude toward life that helps an individual achieve the goals he or she has set for himself, and that helps him move forward in his life. Positive thinking ensures success at work. A positive mindset helps perseverance in devising effective solutions (Williams, 2011.1)

The people of knowledge of positive thinking say that thinking about something and focusing on it is one of the main laws in directing human life negatively or positively, that what we think about with focused thinking in our conscious mind is instilled and integrated into our experience, and whatever you think will turn into reality when you give it your feelings, and the stronger your belief is, and the higher the emotion you add to it, the greater the impact of your belief on your behavior and everything that happens to you, the more successful people remain Happiness always retains a psychological tendency of positive self-expectation (Al-Raqib, 2008, 17).

Thinking is a daily process that accompanies the human being constantly, and it is like any natural behavior that we do constantly (Gerwan, 2005, 22), and the word "thinking" is employed in our daily speech in a very general sense, which includes many types of mental activity, such as thinking about spending the night reading a certain book or with future wishes, so thinking in this general sense includes all kinds of mental activity or cognitive behavior that is characterized by employing symbols in terms of representing things and events, it means processing In light of the above, the importance of this research is summarized in the fact that this type of thinking leads students to the ability to manage crises, positive optimistic feelings, bright vision, and the

selection of positive coping strategies and balanced emotional control when facing various tensions.

1-2 Research Problem :

Due to the difficult circumstances that the student is going through, whether it is in terms of health or economic and security conditions, and because they are an important segment and an age group that affects and is affected by what surrounds the society, and we say about them in progress and prosperity and facing the difficulties and crises that are bombing the country, so the two researchers decided to address the study of positive thinking among female students to offer to find out the nature of their thinking, and based on the above, this study answers the following question.

What is the level of positive thinking among female students of the Department of Physical Education and Sport Sciences at the College of Education?

For Girls, University of Mosul.

1.3 Research Objectives :

1.3.1 Identifying the level of positive thinking among female students of the Department of Physical Education and Sport Sciences

At the Faculty of Education for Girls, University of Mosul.

1.3.2 Identifying the differences between students' responses to the Positive Thinking Scale according to a variable

Academic Year "Second, Third, Fourth"

1-4 Research Areas :

1.4.1 Human Field : Second, Third and Fourth Stage Students at the College of Education for Girls, Department of Physical Education and Sport Sciences

1.4.2 Spatial Field : The Sports Hall of the Department of Physical Education and Sport Sciences.

1-4-3 Temporal Domain: From 15/10/2023 to 18/3/2024

1.5 Research Terms

1.5.1 Positive Thinking: The Most Effective Tool in Dealing with Life's Problems, Challenges and Tasks

(Abraham, 384, 2011)

2-1 Research Methodology

The researchers used the descriptive method of the survey method to suit the type of study and its objectives.

2.2 Research population and sample

The research population and sample included female students of the Department of Physical Education and Sport Sciences at the College of Education for Girls for the academic year (2023-2024), and the research sample was selected by the deliberate method, which included three stages (second, third, and fourth), which numbered (135) female students, while the research sample consisted of (92) female students, and this number represents (68.14%) of the research population, as shown in Table (1).

Table (1)

The research community and its sample for the students of the Department of Physical Education and Sport Sciences

Percentage	Sample	Number	Academic Stages
14,07%	19	26	The second
29,63 %	40	53	The third
44,24%	33	56	Fourth
68,14 %	92	135	Total

2.3 Research Tool

To achieve the research objective, the researchers used the positive thinking questionnaire prepared by (Al-Houry-2019), where the questionnaire consists of (34) paragraphs, and the questionnaire paragraphs are answered according to five alternatives, they always apply, often apply, apply to some extent, sometimes apply, not at all, and since the questionnaire is prepared for non-students of the Department of Physical Education and Sport Sciences, some minor modifications have been made to it to suit the phenomenon of positive thinking for female students of the Department of Physical Education and Sport Sciences, and then verify the Al-Dhaheri's charity and steadfastness are my agencies:

2.3.1 Apparent Truthfulness

It is one of the types of honesty, and after the agreement of the arbitrators, a kind of apparent honesty where he refers to

(Owais) pointed out that we can consider the test to be honest after presenting it to a number of specialists and experts

In the field that the test measures, if the experts acknowledge that this test measures the behavior that has been developed

To measure it, the researcher can rely on the judgment of experts" (Owais, 1999, 55).

After this procedure, it was an appropriate way to verify the validity of the scale, so the researchers presented the questionnaire to a number of experts specialized in sports psychology – to judge the paragraphs of the scale and asked each of them to give their observations in each of the questionnaire paragraphs as they are valid or invalid in measuring what they were developed for, and they were also asked to express their opinions on the clarity of the paragraphs and their suitability for the sample, as well as the validity of the alternatives, and the researchers obtained a percentage of (100%) Agreement of (5) experts. Appendix (1)

Bloom points out that the researcher should obtain a consensus ratio of 75 or more from the arbitrators' opinions on this type of truthfulness (Bloom et al., 1983, 126).

Thus, the final version of the scale was formed, which the researchers will adopt in completing their research procedures.

Described in Appendix (2) and (3).

2.3.2 Stability of the scale

To obtain the stability of the questionnaire, the method of the alpha coefficient was used, knowing the stability and credibility of the questionnaire paragraphs, if the value of the alpha coefficient is (0.857) for the positive thinking scale, where Barakat, (2009) believes that if the value of the alpha coefficient is more than (80), the credibility is high.

(Barakat, 2009, 12) Therefore, the credibility of the study tool is high.

2.3.3 Description of the scale in its final form

The Positive Thinking Questionnaire for the students of the Department of Physical Education and Sport Sciences consists of (34) paragraphs, and each paragraph is preceded by five alternatives, which are always applicable, often applicable, apply to some extent, sometimes applicable, never apply Weights (1, 2, 3, 4, 5) respectively

2- Statistical Methods:

- Percentage.
- Arithmetic mean.
- Standard deviation
- Alpha coefficient.
- Hypothetical average.
- One-way variance analysis.

SPSS statistical software was used in data analysis

3.1 Presentation and discussion of the results

3.1.1 Presentation and discussion of the results of positive thinking among female students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul

Table (2)

It shows the hypothetical mean, arithmetic mean and standard deviation of positive thinking among female students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul

Al, Farzi	Standard deviation	Arithmetic mean	Stage
121	15,871	124,467	Positive Thinking

The hypothetical average of positive thinking was * found as a benchmark that could be compared and judged.

Table (2) shows that the students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul have a positive level of positive thinking, as the actual average was (**124,467**), which is higher than the hypothetical average (**121**).

This can be explained by the fact that female students possess skills and abilities that enable them to solve the problems they face, and this is due to the role of positive thinking in increasing students' self-confidence and their ability to find skill solutions to face the situations and problems they face.

3.1.2 Presentation and discussion of the results of the differences between the students' responses on the Positive Thinking Scale according to the variable of the academic year (second, third, and fourth).

Table (3)

The results of the analysis of the variance of the levels of the variable of the academic stage between the groups of female students of the Department of Physical Education and Sport Sciences according to the Positive Thinking Scale

SIG Value	Calculated value (p)	Average Squares	Degrees of Freedom	Set of Boxes	Source of Contrast	Variables
0.631	0.463	118.667	2	237.335	Between groups	Female Student Groups
		256.441	89	22823.274	Within Groups	
		375.109	91	23060.609	Total	

* Significant at < error rate (0.05).

Table (3) shows that there are non-significant differences between the answers of the groups of female students of the discipline of physical education and sports sciences according to positive thinking, as the significance value was (0.631) which is greater compared to the approved level of significance (0.05).

The researchers believe that the non-significant differences, i.e. the similarity in positive thinking between the students of the Department of Physical Education and Sport Sciences for the second, third and fourth stages, are due to the similarity to some extent in the nature of the curricula of theoretical and practical subjects and the interdependence between those subjects between the years of study, in addition to the similar view among female students of the curriculum, methods of their implementation, and achievement tests.

4.1 Conclusions :

- 1- The students of the Department of Physical Education and Sport Sciences at the College of Education for Girls, University of Mosul, have a positive level of positive thinking.
- 2- There are non-significant differences between the students' responses to the Positive Thinking Scale according to the variable of the academic year (second, third, and fourth).

4.2 Recommendations :

- 1- Conducting a Study Dealing with Positive Thinking among Students of the University of Mosul in the Light of Some Variables Demographics (gender, academic achievement).
- 2- Working to develop some positive social skills in thinking through programs Guidance.

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Supplements

Appendix (1)

Workplace	Jurisdiction	Expert Name
College of Education for Girls – University of Mosul	Sports Psychology	Prof. Dr. Nibras Younis Mohammed.
Physical Education and Sport Sciences – University of Mosul	Sports Psychology	Prof. Dr. Nagham Mahmoud Al-Obaidi
Physical Education and Sport Sciences – University of Mosul	Sports Psychology	Prof. Dr. Walid Thanoun Younis

Physical Education and Sport Sciences – University of Mosul	Sports Psychology	Assoc. Prof. Dr. Ismail Abdul-Jabbar
Physical Education and Sport Sciences – University of Mosul	Sports Psychology	Assoc. Prof. Dr. Rafe Idris

Appendix (2)

In the name of God the most Merciful, the most Compassionate

University of Mosul

College of Education for Girls

Department of Physical Education and Sport Sciences

Expert Opinions

Mrs. Esquire

After greetings ...

In the intention to conduct the research tagged "Positive Thinking among the Students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul "

The researchers have adopted the scale prepared by (Al-Houry – 2019), and since you are experienced and specialized, please judge the extent of the validity of the paragraphs of the scale attached here, noting that the alternatives to the answer to the scale (always apply, often applicable, apply to some extent, sometimes applicable, not applicable at all)

Name:-

Jurisdiction:-

Scientific Title:

Date:-

Signature:-

And you have the utmost appreciation and respect

Fix after modification	Don't fix	Fix	Paragraphs	t
			Look at the future as beautiful.	1.
			Everything in my life is going well.	2.
			Solve my problems based on my own abilities.	3.
			I am able to control my feelings.	4.
			I strive with the utmost effort to achieve my goals.	5.

			I adapt to the playing situations around me.	6.
			Feel comfortable and reassured for the future.	7.
			Use easy alternatives to get my work done.	8.
			Feel optimistic and reassured.	9.
			I face difficulties instead of avoiding them.	10.
			I feel strong even when I'm alone	11.
			I make my decisions calmly and calmly.	12.
			I am afraid of the unknown.	13.
			I am able to break free from the past and move on to the future.	14.
			My ambitions suit my own abilities.	15.
			I keep training in the most difficult conditions.	16.
			I can try again after every failure until I succeed in performance.	17.
			I feel good about my sports life.	18.
			I take responsibility and rely on myself.	19.
			Criticizing others doesn't diminish my self-confidence.	20.
			Be patient with others hurting me.	21.
			I believe in the saying, "Light a candle instead of cursing the darkness."	22.
			Diagnose and address my weaknesses.	23.
			I enjoin what is good and forbid what is evil.	24.
			I am optimistic about the good but I do not find it.	25.
			I am able to generate new ideas.	26.
			I feel like an important person in society.	27.
			I can withstand and face pressures	28.
			I see that life is not good.	29.
			Innovate solutions in difficult competition situations (need or invention).	30.
			Everything I do has great value in society	31.

			I keep my cohesion even when colleagues abandon me.	32.
			Suggest more than one course of action to solve one problem.	33.
			I get scared when I think of the past.	34.

Appendix (3)

In the name of God the most Merciful, the most Compassionate

University of Mosul

College of Education for Girls

Department of Physical Education and Sport Sciences

Dear Student

Greetings

In the intention to conduct the research tagged "**Positive Thinking among the Students of the Department of Physical Education and Sport Sciences at the College of Education for Girls / University of Mosul** "

The researchers place a set of paragraphs in your hands that express your reactions to a number of different situations, asking you to read each phrase carefully and answer it by marking "true" under one of the five alternatives in front of each paragraph that you think apply to you.

Never apply	Applicable sometimes	Apply to some extent	Often applicable	Always applicable	Paragraphs	t
					Look at the future as beautiful.	1
					Everything in my life is going well.	2
					Solve my problems based on my own abilities.	3
					I am able to control my feelings.	4

					I strive with the utmost effort to achieve my goals.	5
					I adapt to the playing situations around me.	6
					Feel comfortable and reassured for the future.	7
					Use easy alternatives to get my work done.	8
					Feel optimistic and reassured.	9
					I face difficulties instead of avoiding them.	10
					I feel strong even when I'm alone	11
					I make my decisions calmly and calmly.	12
					I am afraid of the unknown.	13
					I am able to break free from the past and move on to the future.	14
					My ambitions suit my own abilities.	15
					I keep training in the most difficult conditions.	16
					I can try again after every failure until I succeed in performance.	17
					I feel good about my sports life.	18
					I take responsibility and rely on myself.	19
					Criticizing others doesn't diminish my self-confidence.	20

					Be patient with others hurting me.	2
					I believe in the saying, "Light a candle instead of cursing the darkness."	2
					Diagnose and address my weaknesses.	2
					I enjoin what is good and forbid what is evil.	2
					I am optimistic about the good but I do not find it.	2
					I am able to generate new ideas.	2
					I feel like an important person in society.	2
					I can withstand and face pressures	2
					I see that life is not good.	2
					Innovate solutions in difficult competition situations (need or invention).	3
					Everything I do has great value in society	3
					I keep my cohesion even when colleagues abandon me.	3
					Suggest more than one course of action to solve one problem.	3
					I get scared when I think of the past.	3

