

Positive thinking among English language teacher in the Nineveh Education Directorate

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Abstract

The current research aims to :
Identifying the level of positive thinking among English language – teachers in the Nineveh Education Directorate.
descriptive approach to suit the nature of the The researcher used the research. The research community included teachers in the city of female teachers distributed (١٢١)male teachers and (٤٦٢)Mosul, with on the left and right sides of the city of Mosul. Statistical means were used (arithmetic mean, standard deviation , Cronbach' alpha coefficient .(for reliability, percentage, t for one sample
:They reached the following conclusion
1– The level of positive thinking about work among English language .teachers was high
:researcher recommended the following The
Working to develop a degree of interest in work and human relations among English language teachers to ensure their satisfaction with the .work they do to prepare the new generation
cessary requirements that contribute Emphasizing the provision of all ne to increasing motivation towards performance and reducing anxiety and stress that accompany work by providing the necessary requirements for a feeling of high satisfaction through positive outcomes that correspond .e work they performto th

Providing the necessary opportunities to develop the knowledge and experience of those working in the educational field, particularly through development courses and increased incentives that contribute significantly to a high sense of job satisfaction

Keywords: thinking, positive, English teachers, English language

التفكير الإيجابي لدى معلمي اللغة الإنجليزية في مديرية التربية نينوى
م.م غادة عبد الستار احمد
المديرية العامة لتربية محافظة نينوى

ملكي ك

يهدف البحث الحالي إلى:

- التعرف على مستوى التفكير الإيجابي لدى معلمي اللغة الإنجليزية في مديرية تربية نينوى.

استخدم الباحث المنهج الوصفي لملاءمته لطبيعة البحث. وشمل مجتمع البحث معلمي اللغة الإنجليزية في مدينة الموصل، والبالغ عددهم (٤٦٢) معلمًا و(١٢١) معلمة موزعين على جانبي مدينة الموصل. واستخدمت الوسائل الإحصائية (المتوسط الحسابي، الانحراف المعياري، معامل ألفا كرونباخ للثبات، النسبة المئوية، معامل ت لعينة واحدة). وتوصل إلى الاستنتاجات التالية:

١ - مستوى التفكير الإيجابي تجاه العمل لدى معلمي اللغة الإنجليزية كان مرتفعًا.

٢ - أوصى الباحث بما يلي:

٣ - العمل على تنمية درجة الاهتمام بالعمل والعلاقات الإنسانية لدى معلمي اللغة الإنجليزية لضمان رضاهم عن العمل الذي يقومون به لإعداد الجيل الجديد. التأكيد على توفير جميع المتطلبات اللازمة التي تُسهم في زيادة الدافعية نحو الأداء، وتقليل القلق والتوتر المصاحب للعمل، وذلك بتوفير المتطلبات اللازمة للشعور بالرضا الوظيفي العالي من خلال مخرجات إيجابية تتناسب مع العمل الذي يؤديه.

توفير الفرص اللازمة لتطوير معارف وخبرات العاملين في المجال التربوي، وخاصةً من خلال الدورات التطويرية وزيادة الحوافز التي تُسهم بشكل كبير في تحقيق شعور عالٍ بالرضا الوظيفي.

الكلمات المفتاحية : التفكير الإيجابي، معلمي الإنكليزي، اللغة الإنكليزية.

1. Definition of the research

1.1 Introduction and importance of the research

It represents the habits and behaviors acquired from the society surrounding the individual, and it also helps the individual face problems with patience, challenge, and inventing quick solutions to the problem. It has many repercussions on the individual, perhaps the most important of which is a feeling of self-satisfaction, happiness, and reassurance. The term positive thinking is a renewed term, as it was not born today.

Rather, scientists have been interested in it since ancient times, although it was not used with this name, but rather in a broad sense that represents the impact of cognitive processes on human behavior. Positive thinking revolves around self-talk and the continuous stream of thoughts that come from the mind and are then reflected, in most cases, on the individual's behavior. This behavior can be positive, negative, or both together. It is widely believed that positive thinking came about through a number of different concepts, such as constructive thinking, which focuses on acquiring psychological skills to confront problems, or opportunity thinking, which focuses on increasing the individual's attention and thinking about the dimensions of success in any problem, identifying and solving it, and leaving the focus on aspects of failure in it. The proponents of this type of thinking assumed that faith is the basis for firm beliefs and convictions to confront their thinking with. "Success is achieved through trial and error, and this type of thinking focuses on positive, optimistic expectations for the future and absolute conviction in the ability to succeed." Hence, (Hijazi, 2006) sees that positive thinking is the effectiveness of dealing with life's problems and challenges and overcoming its hardships and difficulties, and mobilizing the present and latent potential for work. It is the successful treatment for maintaining morale and improving the psychological state .

(Hijazi, 2006, 329)

English language teachers are one of the important sports leaders who play a pioneering role in society, especially in the field of education. The impact of the English language teacher in leading and guiding students in educational tasks and duties in school is well known, due to the fact that his duties include, whether in the field of teaching, training, or leading students in scouting and sports festivals and other extracurricular activities. With the multiplicity of these tasks, the positive role of the English language teacher becomes more exciting and thinking of it

The interest began in preparing and training teachers to understand the changes of the era and adapt to the new role assigned to them. The teacher was considered a messenger of culture and a preacher of the reform, renewal, innovation, and development. He bears the responsibility of preparing, nurturing, training, and guiding future generations. The educational process is of no value if its field is devoid of a competent teacher capable of assuming his responsibilities. The competencies, motivation, mastery of teacher's personality, educational his subject, and his approach to organizing a suitable educational environment depend on the training programs he receives to acquire skills related to teaching methods. The role of the teacher in any depends on a group of interconnected factors that educational system form the frame of reference for the concept of the educational process. No matter how different the concepts of the teacher's role are, he remains a decisive factor in the success or failure of the educational process. This is because the teacher's function is no longer a mechanical process limited to transferring knowledge to learners. Rather, he represents an effective tool in developing learners' mental and social personalities in abilities. And physical, and develop them in general. (Abdul Baqi et al:2011)

(Bayles and Seligman, 2009) believe that humans are naturally positive thinkers. If a positive environment is available to them, we will find them acting positively. However, if the environment in which they grow up is negative , it will affect their way of thinking. (Bayles and Seligman, 2009, 13) This positive thinking will leave no room for doubt or despair in the player's thinking that his jumping ability will not increase or his passing or scoring skill will not develop or that it has reached its final

limit. This will have an effect in raising the player's level to the best, which will enable him to benefit from physical and skill training in the way his coach wants him to reach .

he importance of studying positive thinking among English Therefore, t language teachers is of great importance, as it enables us to estimate the size of the tasks placed on the shoulders of workers and sports nship existing educators by determining the nature and form of the relatio between their positive thinking and the way they solve the problems they face during teaching and the optimal way of dealing with students, . so that the field is more spacious for achieving the desired goals

2.Research problem

language experts believe that those responsible for Many English teaching the English language must possess the personal competencies necessary to teach various sports skills, including positive thinking c competencies. Therefore, English language teachers must have basi personal competencies that qualify them to perform their role efficiently and effectively, in addition to educational competencies. There is no doubt that teachers ' possession of positive thinking skills will develop ences, and help them achieve their abilities, enrich their experi educational goals within a framework that facilitates meeting their needs. Therefore, identifying the extent to which they possess these skills is of utmost importance, as it will help identify their strengths and nd subsequently address them. It is no secret that the weaknesses, a need of the sports community is increasing over time for the preparation of qualified sports leaders to lead it in a scientific manner, striving to among the most achieve its goals of growth and development. Perhaps important of these leaders are English language teachers, as their significant role in youth and educational institutions and their effective .contribution to the educational process are well known

m focused on the following Based on the above, the researcher's problem questions

1– What is the level of positive thinking among English language teachers in the Nineveh Education Directorate

1.3 Research objective

Identifying the level of positive thinking among English language teachers in the Nineveh Education Directorate

1.4 Research areas

.language teachers in Mosul city Human domain: English

.Preparatory schools in Mosul city center :Spatial scope

Time frame :2024–2025

1.5 Definition of Terms

1.6. Positive thinking

It is optimism in every sense of the word, looking for the beautiful in everything, and searching for the exciting side of life, even if it is a glimmer of light. (Baylis and Seligman, 2009, 234)

It is the core of cognitive ability to deal effectively with life's issues and problems, and to overcome its hardships and difficulties. (Hijazi , 384, 2012)

The operational definition of positive thinking: Positive thinking is when an individual uses the positive advantages of the mind and benefits from the ability of the subconscious mind to overcome life's problems, get rid of negative thoughts, and achieve what he aspires to through his positive thinking .

Theoretical framework and previous studies

2–1 Theoretical framework

2.1.1 The concept of positive thinking

We meet many people in our lives, some of them leave no trace in our lives, and others we remember from time to time, and sometimes we ask ourselves what makes us remember a specific person and forget

Is the first might others? The answer is that the reason is simple, because we have been telling us about the length of the night and its pitch darkness, while the second was telling us that after every night there must be dawn and a sun rises. The first, by psychological standards, is a person who looks at the glass half empty, while the negative person who always looks at the second is a positive person who always sees the glass half full, and the other half as air. In this context, (Zaid2013 emphasized that in order for an individual to achieve success, live happily and lead a balanced life, he must change his way of thinking, his lifestyle, his outlook towards himself and others, and the situations that happen to him, and constantly strive to develop all aspects of his life (Zaid et al., 2013). Bahi and Abdul Qader (1999) indicate that in order for an athlete to be positive and able to perform consistently and overcome the inevitable pressures resulting from practicing competitive sports, he must have confidence in his abilities to face challenges and that he has trained enough to compete and that his self-confidence is strong throughout the competition (Bahi and Abdul Qader, 1999, 41).

2.1.2 Types of positive thinking

1. Positive thinking to support points of view: This type of thinking is used by some people to support their personal point of view on a particular matter. Here we find that this type of positive thinking supports the point of view of its owner because he does not waste his time talking and trying to convince others of his point of view.
2. Positive thinking due to influence by others: In this type of thinking, a person is positive because he was influenced by another person, whether it was a relative, a friend, or even because he saw them in a program he watched on television.
3. Positive thinking due to timing: This timing is linked to time. In the month of Ramadan, a person wants to gain the largest possible number of good deeds, so he is aware and conscious of his actions. And he

was keen to deal positively with others and also with himself during this month, because his positive thinking and behavior were linked to a specific time and not to a continuous period of time, and it is possible to exploit this type of positive thinking linked to time to improve our behavior and also to build new positive habits .

4. Positive thinking in times of suffering: When a person suffers from a serious illness, loses a limb in an accident, or loses a loved one , he or she goes through several psychological stages that may last for long periods of time and may end with accepting the situation, shifting to positive thinking, and focusing on the solution .

5. Continuous positive thinking over time: This type of positive thinking is the best and most powerful type of thinking because it is not affected by place, time, or influences. Rather, it is a habit that continues over time. Whether a person faces a challenge or not, he thinks about the solution, alternatives, and possibilities until it becomes a habit for the person to live by in his balanced, happy, and calm life (Murad, 2019, 47-48) .

2.1.3 The importance of positive thinking

1. The secret to outstanding performance, whether in studies or in the .work environment
2. Enables successful selection of targets .
3. It makes life enjoyable and full of happiness, with less anxiety (Ahmed and Abdel Gawad, 2013, 63) .
4. The mind has only one idea at any given time. If we put a positive idea into our minds, it will expel the corresponding negative idea. The mind does not accept emptiness. If it is not filled with positive ideas, it will be filled with negative ideas .
5. Create in our lives: positivity, optimism, energy, ability to defend oneself .

6. When we think positively, positive situations are attracted to us, and the opposite happens when we think negatively, as we attract negative situations to us (Ahmed and Abdel Gawad, 2013, 63) .

7. It helps to cope better when facing stressful situations, and to focus on things that can be done to resolve the situation and solve problems instead of dwelling on frustrations or things that cannot be changed, and to develop an action plan and make the individual more flexible (Ahmed, 2014, 45) .

In light of the above, the researcher believes that man Regardless of his age, time or place in which he lives, he strives to make his life and the lives of those around him full of happiness, prosperity and continuous success in all areas of life. Therefore, he strives hard to bring goodness and benefits to himself and others, and to ward off and material and moral harm and corruption from himself. What enables a person to achieve his goal is to begin by improving his intellectual levels by adopting a sound general, and to intellectual approach to himself, his society and life in train himself to abandon negative thoughts that limit his abilities and .waste his efforts in achieving the goals he aspires to in his life

2_1_4 Characteristics of positive thinking

(W, 2003) There are ten characteristics of positive thinking :

1. Optimism: believing in and expecting positive outcomes even in the most difficult situations, crises and challenges .

2. Enthusiasm: Possessing the highest levels of interest , energy, feelings, and positive self-motivation .

3. Faith: It is the belief in oneself and others and the belief in higher spiritual powers that provide guidance.

And the help I need is mine .

4. Integrity: Individual commitment to honor, openness, fairness, and the eye to personal standards .

5. Courage: The will to take risks and overcome fears, even without guaranteeing the results .

6. Confidence and conviction in one's abilities, energies and potentials .

7. Determination: the strenuous effort towards the goal, cause and purpose .

8. Patience: the will to wait for an opportunity and the readiness of oneself and others .

9. Calmness: Having composure, thinking, and the ability to balance when facing difficulties and challenges.

And daily crises .

10. Focus: Directed attention through setting goals and prioritizing challenges, (W, 2003, 192) .

2_1_5 Positive Personality Traits

(Ghanem, 2005) also points out the positive personality traits, as this personality possesses several traits, including :

1. Love of work: It is the ability to work hard and diligently, which makes a positive person forget his worries and negative thoughts .

2. Honesty: He is a positive person who deals with others honestly, without any deception or fraud .

3. Self-accounting: It is reviewing oneself and being careful to hold oneself accountable in order to improve oneself .

4. Perseverance and determination: It is having a personality characterized by will, patience, and determination, and avoiding despair or boredom .

5. Continuous thinking: It is preoccupation with a specific issue or topic without getting bored or bored, especially if it requires a specific solution. When a positive person reaches the appropriate solution, he quickly writes it down and implements it .

6. Logical analysis: It is the ability to perform positive and logical analysis that accompanies experience and observation, until reaching appropriate conclusions .
7. Working with a team: It is the full awareness that a person cannot accomplish everything alone , but rather needs the help of the group to accomplish some tasks, and even group work is more integrated .
8. Simplicity and simplicity: It is characterized by humility, far from arrogance, pride and haughtiness, and the tendency to see things in their true size and deal with them calmly and simply .
9. Comprehensive vision: It is having an integrated vision through which one looks at the world and society in a comprehensive and holistic manner, and being keen to deal positively with all areas of life .
10. Optimism: It means being optimistic at all times. You will not gain anything from constantly harshly criticizing yourself, especially over simple matters .
11. Realism in decision-making: The individual is realistic and objective in making decisions and studies them thoroughly and logically before making them (Ghanem , 2009, 9) .

2_1_6 Ways to enable an athlete to be positive

Al-Damd (2004) believes that many people strive to be positive in various areas of their lives, and they are keen to search for the best ways that help them possess positive qualities and skills. The following is information about a group of them :

1. **Achieving positive aspects** : This is achieved through the athlete's positive focus on achieving the things he wants, his interest in the bright and shining aspects of his athletic life, his refusal to surrender to feelings of deficiency, his keenness to feel happiness, love and success, and acting positively in the face of situations he faces during training or competition .

2. **Rejecting negative thoughts** : The athlete must resist any negative thought and not back down from it, and must constantly strive to be in a positive atmosphere .
3. **Reading success stories** : This is one of the motivations that encourage athletes to be positive, as the success stories of others provide them with ideas that make them apply positivity in all aspects of their athletic life .
4. **Defining dreams** : The athlete is keen to avoid feeling marginalized by choosing and defining his future dream, which constitutes the first step on his path to success. This dream must be constantly repeated to himself, so that it contributes to giving him a positive feeling in the person's subconscious mind .
5. **Meditation practice** : This practice helps the athlete strengthen positive aspects, and it also charges a person's thoughts with positive energy that helps him get rid of negative thoughts .
6. **Expelling frustrating thoughts** : The athlete gets rid of negative thoughts in the brain, such as anticipating losing a match before it happens, by learning methods that change the way a person deals with himself and the method he uses to confront problems .
7. **Optimism** : The individual seeks to confront the negative thoughts that afflict him, and replace them with a set of positive thoughts, hoping for the improvement and development that he will reap in the future .
8. **Setting goals** : By setting a set of logical goals in a precise manner, as choosing a logical goal helps reduce the possibility of failure, which negatively affects the athlete's psyche .
9. **Avoiding exaggeration** : This is done by avoiding describing problems in an exaggerated manner. Rather, the problem must be given its true size without exaggerating matters (Al-Dammad, 2004, 197) .

2_1_7 Benefits of positive thinking

Al-Raqeeb (2008) states that the benefits of using positive thinking include :

Positive thinking contributes significantly to bringing about radical and positive changes in the athlete's feelings towards his training situation and surroundings, as the athlete's view of himself, his game , his coach , all the staff supporting him, society, and even his competitors changes, and then this is reflected in his level of performance and health in a better way, as it contributes to :

1. Achieving high levels of success in training and competition .
2. Achieving high levels of happiness and ambition .
3. Positive self-esteem and work to enhance it .
4. Keeping the body safe from many diseases and being careful and adhering to the instructions of the therapist and sports doctor .
5. Eliminate all negative feelings and prepare yourself psychologically positively .
6. Commitment to the instructions of the coach and his assistants, whether technical, administrative, social or health-related .
7. Getting rid of harmful habits that negatively affect an individual's performance, including smoking, drinking alcohol, and staying up late .
8. Follow up on the cognitive and technical aspects that enhance the training status (Al-Raqeeb , 2008, 2) .

2_1_8 Positive Thinking Theories

1 .Freud's : theory

He believes that optimism is the general rule of life and that pessimism not occur in an individual's life unless he has a psychological does complex, and a psychological complex is a negative emotional connection that is very complex and cohesive towards a certain external dents occur in his or internal subject. An individual is optimistic if no inci life that make the emergence of a psychological complex possible, meaning that someone who is overly satisfied in his childhood will be

prone to excessive optimism and dependence on others. However, if al personality will be completed with oral pleasure is frustrated, the or behavior that tends to arouse controversy and emotional contradiction (, Bouzad2016,134)

2.H uman perspective theory

From the theorists of the humanistic trend (Maslow and Rogers) They emphasize that human nature is a positive, creative nature that seeks growth. Man is born equipped with love and advancement, and has the , piness (Matrashpower to direct his life and achieve hope and hap 2014,12)

3. Aaron Beck 's theory .

This theory was developed by Aaron Beck based on the fact that every individual has ideas, expectations, meanings, and assumptions about himself, others, and the world around him, and together they constitute the person's basic philosophy in life .

Beak focuses on the role of mental processes in relation to motivations, emotions and behaviour, when emotional and behavioural responses are somehow united by how one perceives and interprets an event, and the meaning one gives to it. Thus, many emotional and behavioural responses and psychological disorders depend to a large extent on false intellectual beliefs that the individual builds about himself and the world around him. Therefore, a policy must be based on changing these negative ideas with positive ones by reshaping his perceptions so that it is easy for him to change his behaviour (Abu Saad, 2011, 143–146) .

4. Seligman et al. theory (Seligman et al . 1988).

The owner of this theory , Seligman et al. (1988) , and everyone who (Peterson and Steen) According to Seligman , both optimism and pessimism are two ways of thinking and interpreting facts and events . The way we interpret facts is not limited to confronting a particular case of success or failure, but rather it depends on the idea that we form

about the general value that we give to ourselves, our capabilities and our opportunities. And our position in life. We can learn optimism or pessimism based on our experience and upbringing style, which is characterized by care, love, encouragement and reinforcement. And its place , or surrounding , reprimanding , neglecting, and belittling, and since this optimistic or pessimistic style of thinking is learned, it can be re-learned and replaced through therapeutic training methods (Hijazi , 2012, 12).

2.2 Previous studies

2.2.1 (١٠٤) Study of Duwaiger , Mahdi Ali and Hamidi , Ali Mutairi sports –Entitled: Positive thinking among the heads of the sub : .federations in Iraq from the point of view of their members

variable of positive thinking among The study aimed to identify the the heads of the subsidiary sports federations in Iraq that were included heads of subsidiary sports (٣٢٧) in the study. The sample consisted of federations. The results were that the heads of the subsidiary sports .ations enjoy high positive thinkingfeder

2.2.2 Study of Abdul Sahib, Muntaha Mutasher Ahmed , Susan entitled: Positive thinking and its relationship to : (١٠٣) Duraid intrinsic academic motivation and the attitude towards the teaching s of the colleges of education at the profession among student .Mustansiriya–Universities of Baghdad and Al

In order to identify the relationship between the two variables, and to know the differences in positive thinking according to gender and , (٢٠١٠, ositive thinking scale (Ibrahim , specialization, then applying the p to a sample of (٢٠١٠ academic motivation scale (Kottfried, –and the self male and female students. The results were the presence of a ٣٤٤ positive and significant correlation between thinking and motivation, and presence of a high level of positive thinking among students and the the

presence of statistically significant differences in positive thinking .according to the gender and specialization variables in favor of males

3.Field research procedures

3.1MethodologyResearch Me

The researcher used the descriptive approach because it is suitable for the nature of the research.

3.2Research community and sample

The research community included English language teachers in the city teachers distributed on the left male and female (٥٨٣)of Mosul, with .and right sides of the city of Mosul

The research sample was selected using a simple random method, and teachers. And a school, as the research sample (٢٣٠)its number was o adapt the research male and female teachers t (١٥٠)was divided into male teachers for the (١٠)teachers for the final application, (٩٠)tool , male and female teachers as a (٣٠)exploratory experiment, and .stability sample

3.3Search tools

3.3.1: Positive Thinking Scale

positive thinking questionnaire prepared by The researcher relied on the paragraphs, and the ٢٥which consists of (٢٠١٩Zubaidi, -Al) ,alternatives were (always ,often ,sometimes rarely, never).), and in order to ensure the validity of the aforementioned scale to measure thinking among English language teachers in the city of Mosul, positive the researcher made some modifications to its paragraphs to suit the research community, while carrying out the necessary scientific : procedures for that, as follows

3.3.1.1leValidity of the sca

The researcher extracted the validity of the scale after making some modifications to it by presenting it to a number of referees in sports psychology, sports management, and English language teaching

the scale methods, and asked them to express their opinion on paragraphs in terms of their suitability for measuring positive thinking among language teachers. This procedure is an appropriate means of ensuring the validity of the scale, which is one of the important the tool . Everyone has characteristics that must be present in confirmed the suitability of the items to measure the purpose for which . they were developed

3.3.1.2 Stability

Consistency means consistency in results. A stable tool is one that edly (Thorndike gives the same or similar results when applied repeat Accordingly, the researcher extracted the (٧٣ :١٩٨٩ and Hagen, reliability of the scale using the Cronbach's alpha equation by applying teachers who were not involved in the final research (١٠)it to which is ,(٠.٨٦)reached procedures. The reliability coefficient . considered a good reliability coefficient

3.4 Exploratory experiment of the two research tools

The exploratory experiment was conducted on a sample of (10) physical s as education teachers . The purpose of conducting the experiment wa :follows

- .Ensure that the scale instructions are clear
- The clarity of the paragraphs to the respondent and the degree of his .response to them
- .Avoid unclear phrases and replace them with appropriate ones
- .prepared for this purpose Identify the suitability of the paragraphs
- Take appropriate measures in terms of the linguistic formulation of the uitable for teachers to answerscale's image numbers so that they are s
- Calculating the response time and the time the teacher takes to (٢٤-٢٢)items, as the response time ranges from answer the scale .minutes

3.5 Final image of the search tool

After carrying out the necessary requirements to adapt the positive thinking scale for English language teachers in the city of Mosul, the paragraphs in its (٢٥) as become composed of positive thinking scale in its final form, the answer to which is through five alternatives ((always, often, sometimes, rarely, never)). In light of the above, the total score and the highest score for the scale ranges between (١٢٥-٢٥) score for the scale indicates positive thinking among language teachers. English

3.6 Final application of the research

After the research tools were finally prepared, the researcher applied the tool to the research sample individuals for the period (12-21\2\2025) in order to then collect, process, and analyze the data statistically.

3.7 Statistical methods

- mean
- deviation Standard
- percentage
- Cronbach's alpha equation
- test-sample t-One

4. Presentation and discussion of results

and discussed in light of the statistical. The results will be presented data obtained through the procedures carried out by the researcher. In order to discuss the results to verify the research differences, a set of sample to test for a single sample statistical procedures was used, including a t-test: identify the sample's level of positive thinking, as follows

4.1 Identifying the level of positive thinking among English language teachers in the Nineveh Education Directorate

Table (1) It shows the arithmetic mean, standard deviation and hypothetical mean of the research sample on gauge positive thinking

Statistical features Scale	Sample	mean	standard deviation	Hypothetical mean	Calculate d value of (t)	sig
positive thinking	90	102,225	18,214	75	28.225*	0.000

* **Significant at a significance level of $\leq (0.05)$, and with a degree of freedom of 89) , the value of the table (t) is (1.96).**

shows that English language teachers in Mosul city (1) Table have high positive scores according to the positive thinking scale, as the with a (١٠٢,٢٢٥)actual average of the positive thinking scale was esponding which is higher than the corr ,(١٨.٢١٤)standard deviation of which indicates that English language ,75 hypothetical average of .teachers in Mosul city have a good level of positive thinking

The researcher agrees with what Bayliss and Seligman stated , that man is a positive thinker by nature . If he has a positive environment, we will find him acting positively. However, if the environment in which he grows up is negative, it will affect his way of thinking .(Bayliss and Seligman, 2009, 13)

personality that Positive thinking helps create a healthy, compatible possesses positive behavioral traits such as psychological comfort, reassurance, efficiency at work, a realistic perception of one's abilities, a confidence, optimism, the ability to adapt to –level of ambition, self ity to endure, and the ability to control oneself circumstances, the abil and bear responsibility. In other words, positive thinking makes a person balanced and at peace with themselves and others, and able to live with .complete satisfaction(Ansari And Mahdi–Al ,2008,122)

(Hijazi, 2012) confirms that: Positive thinking looks dialectically at the negatives and positives at the same time and balances between them,

and considers how to work on maximizing the positives and how to limit tumbles, the negatives, as the person must, despite his s disappointments and failures, remain positive in his view of himself, his abilities, potentials, opportunities and practices, and not allow despair to .(٣٨ ,٢٠١٢seep into his soul (Hijazi, Al –Dahri (2008) also confirmed that a person's continued exposure to pressures, whether from his internal or external environment, and his failure to deal with them will cause him to have a weak level of positive thinking. (Al–Dahri , 2008, 167)

5– Conclusions and recommendations

5.1Conclusions

5–1–1 of positive thinking among English language teachers The level .was high

5.2Recommendations

1.Working to develop a degree of interest in work and human relations among English language teachers to ensure their satisfaction with the .enerationwork they do to prepare the new g

2.Emphasizing the provision of all necessary requirements that contribute to increasing motivation towards performance and reducing anxiety and stress that accompany work by providing the necessary through positive outcomes requirements for a feeling of high satisfaction .that correspond to the work they perform

3.Providing the necessary opportunities to develop the knowledge and experience of those working in the educational field, particularly through s that contribute development courses and increased incentive .significantly to a high sense of job satisfaction

Arabic sources

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Appendices

(·)Appendix

Final version of the positive thinking scale

Positive Thinking Questionnaire

...Dear English teacher

Best regards•

Please answer the questions you deem appropriate in the attached positive thinking among English language paragraphs regarding teachers in your school. We appreciate your cooperation in serving .scientific research

:the name

:the school

:the date

:Years of experience

researcher

T	Paragraphs	always	mostly	somet imes	rarely	never
١	I tend to be fun and cheerful .					
٢	With some effort I will make my future better .					
٣	Luck. I think I'm bad.					
٤	I feel very scared about the future .					
٥	I have dreams that I hope to achieve in the future .					
٦	My life is going from bad to worse .					
٧	I expect success in whatever work I do .					
٨	Most of my dreams are disturbing and strange .					
٩	I'm trying to change my life for the better .					

١٠	I forgive quickly even those who wrong me .					
١١	I believe that people have different levels and that there are those who are better than me .					
١٢	I feel comfortable when my colleagues point out my mistakes .					
١٣	I hate people who disagree with me .					
١٤	I treat people the way I want to be treated .					
١٥	I feel anxious when dealing with the opposite sex .					
١٦	I love to travel and meet new people .					
١٧	If someone disagrees with me, I can't stand dealing with him .					
١٨	We must impose on others what we see as right .					
١٩	I know my abilities well .					
٢٠	I don't find in myself the ability to excel over others .					
٢١	I can't stand failure and get upset by frustration .					
٢٢	I am a responsible and reliable person .					
٢٣	I accept myself without complaint .					
٢٤	I am characterized by beautiful and attractive things					
٢٥	I feel very sad when others criticize me .					