

Measuring the mental orientation of middle school teachers

Prof. DrBatoolBnaiZubairy
University of Basrah
Batool_2008@yahoo.com

A.LAseerJassiamchiad
General directorate of Karbala Education
aseer.hamza@student.uobablon.ed.iq

Abstract:

The research aims to measure the mental orientation of middle school teachers. To achieve the objectives of the research, the researchers built a scale of mental orientation, which is based on the Julian Rotter theory, and it consists of two dimensions: positive mental orientation and negative mental orientation, which consists of (44) and after verifying the psychometric properties in terms of honesty and stability, the scale was applied On the statistical analysis sample of (400) teachers and schools, where(4)itmes were omitted in the confirmatory factor analysis, then the scale became composed of (40)itmes in its final form. It was applied to a sample consisting of (317) teachers and schools. middle school have a positive mental orientation

and falling into the trap of bias, which prevents them from seeing the whole truth, because this makes them see only one aspect of the truth. The rest of the other aspects are absent from them, and this is what makes them retreat around themselves, and they lose the occurrence of mixing and cross-fertilization of ideas with others, because the owners of this orientation try by all means to suppress the creative feelings of those who accompany them, stop their reflections, impede their intellectual production, and suppress their creative ideas, either they suppress them. Or by rejecting or underestimating them, they do not give those who accompany them the opportunity to improve their intellectual abilities, because they suffer from constant anxiety and tension, low self-confidence, and the inability to delve into new experiences, because they are unable to touch the positive aspects, so their thoughts are shackled to become an obstacle to achieving their goals. Futurism (Schneider, 2012: 108).

Maxwell confirms (Maxwell, 2009) that these individuals are good at artifice; They can hide their mental orientation, and deceive those around them by giving them an ideal image of themselves, but this image is quickly revealed, and those masks do not last long, as there is an ongoing struggle with the attempt of the true mental orientation to show itself to the eye, and what goes around inside them is quickly reflected on What happens externally, and he

The Problem of the Research:

The negative mental attitude has crystallized in several negative images that interfere with their abilities to perform the work they are required to master efficiently and accurately, and they may be unable to enter previous success experiences, and make them part of their personality despite their having the talent and intelligence to do so, so they show poor self-confidence And frustration resulting from a weakness in the ability to set real standards for their success, and this tendency may affect individuals, mental ability, which leads to weak giving and activity in various areas of individuals, lives (Smith, 2008:211).

Daniel (2017) explains that when individuals adopt a negative mental orientation attitude, they may be confined to themselves, and give them a negative attitude, the symptoms of which appear in several negative psychological forms, including: avoiding making the right decisions and blaming others; That is why they look at things with a one-dimensional or melancholic view that restricts their energy and reduces their effort and performance, as if they are messages that reveal their weakness and inability, preventing them from continuing the path and they may fail (Daniel, 2017: 321).

Schneider sees (2012) believes that what distinguishes those who adopt a negative mental orientation are: the decay of their thoughts, their clinging to one opinion, the loss of clear vision,

attitude is a choice, and if you want to make your day a wonderful day, know that you need to adopt a positive mental attitude (Salmon, 2013:123).

almost Maxwell (2006) likened the mindset to a painter who mixes colours, adding color to every aspect of his work. Here, do not let the negative expressions of others color your life, as they may have nothing but black (Maxwell, 2006:34). The positive mental orientation makes individuals look at things with a look filled with hope and optimism, which makes a happy life possible through the continuous search of individuals for change and a positive sense of self-worth. In success, the mind will open files of success from memory and recall all previous success experiences that individuals have achieved, which contributes to their sense of security and confidence, self-confidence, that is, what enables them to think soundly, which increases their ability to think correct and practice positive behaviors that contribute to achieving their goals. (Saurel, 2019:1).

Individuals are in dire need of a positive mental orientation; Because it brings them and society many benefits, including what increases their resistance to life problems, whatever their opinions and internal and external influences, until they find an appropriate solution; Because it makes them discover that the real strength is the strength within themselves, as this strength is manifested in difficult situations, so the scientist, the superior, the inventor, etc. appears, and thus provides them with a fertile ground that enables them to achieve what they seek to achieve, and increases their tolerance for pain and frustrations (Ralph, 2011: 22).

Theoretical Importance:

The importance of the current research lies in the importance of the subject, as negative trends can hinder the happiness of the individual in his life, and make him surrender to them. Hence, the study of mental orientation and its relationship to moral courage and self-worth constitutes one of the basic steps towards achieving the goals that he plans for the future.

Practical Importance:

The importance of the current research comes from the importance of the sample used, who are (middle school teachers), as this segment is important in society, and their enjoyment of a highly positive mental orientation will positively reflect on their behavior and the behavior of their students in the future, while the negative mental orientation leads to the opposite.

likened the negative mental attitude to a terrible disease that leads to a closed mind and a dark future, but when our mental attitude is positive and conducive to growth, the mind becomes more open and begins to grow and progress (Maxwell, 2009:34).

And reach Jeffrey (2009) concluded that the owners of this approach only know the meanings of laziness, despair, failure and defeatism. There is no doubt that the pessimistic view is the dominant characteristic of them, and accordingly this characteristic prevails in most of their behaviors and actions. Because they see in it their only and safe haven, protecting their weak performance and lack of productivity, and this trend does not contribute to the development of society on the contrary, but rather gives it a pessimistic character, and its members have Machiavellianism and cognitive distortions, and accordingly they prepare a fertile nucleus in societal destruction and organized terrorism (Jeffrey, 2009:11).

Simondesscribes (Simon, 2017) describes individuals with this orientation as having a weak emotional sense towards others. They throw hurtful words towards them without caring about the harm it causes them, and the lack of effective solutions to problems; Because they use the traditional method to solve it (Simon, 2017:37).

Hence the problem of the current research in measuring the mental orientation of middle school teachers?

The Importance of the Research:

The concept of mental orientation is one of the important concepts in the field of psychology and mental health alike, and is an important sign of the mental health of individuals; Individuals with a positive mental orientation are characterized by sound mental features, correct information and correct mental patterns, and not standing on wrong patterns. They view ideas as living organisms that fertilize in order to reproduce and reproduce in order to produce new ideas (Maxwell, 2006:39).

Salmon see (2013) believes that what distinguishes successful individuals is not talent, qualification and super intelligence, but rather their mental orientation, which is the criterion for success in life and affects their view of it. Sadness and discontent despite the successes they achieved in their lives, and this is due to the nature of the mental orientation that they adopt. In it, such as height or genes that are inherited in the family, but this is not true, the mental

even after years or decades of hearing them, and some people carry their influence inside them throughout their lives (Maxwell, 2006:33).

The environment in which we are born is the first factor that affects our belief system, and it lays the foundation stone for any mental orientation, and affects the orientation of the individual, so that it inspires a spirit of hope and optimism and makes him look at the future and upcoming personal and social events with a positive view to achieve what he aspires to expect good things to happen and scarcity Bad things (Hashimoto, 2012: 47). The image of the self also has a role in the mental orientation towards its owner, because the individual's vision of himself has a great impact on the nature of his mental orientation. He sees himself negatively, and therefore if he is unable to change his inner feelings towards himself, he will not be able to change his feelings towards others (Maxwell, 2006:34).

This approach affects the individual's beliefs, which would frame events in a positive way, and make him optimistic about situations and interactions even in difficult situations, because it provides him with the tools he needs to deal with stress in a correct manner. His beliefs and rules about life and work determine how he interprets events. Thus, adopting strong beliefs that contribute to setting executable goals based on the plans set by the individual, and establishing and maintaining positive relationships, and in return, negative individuals adopt beliefs that create a negative attitude, making them more miserable and pessimistic, and they expect the worst results in difficult situations (Kotekar, 2017: 98 -100).

at those with a positive mental orientation have an internal control center, in contrast to those with a negative mental orientation who have an external control center, and Salmon (Salmon, 2013) stresses that the family upbringing that the family follows in raising its children plays an important role, the more it is followed The positive method in evaluating the behavior of her children; Then they have a feeling of importance and value and that they are desirable, then they are more compatible and positive, and the set of behaviors that they emit are positive, because their family reflects an atmosphere of love and stability, unlike families in which an atmosphere fraught with tension and anxiety; They reflect the negative trend on the personality of their children and their future

Aims of the Research:

Measuring the mental attitude of middle school teachers

Limitation of the Research

The current research is limited to middle school teachers in government schools - morning studies in the holy governorate of Karbala, for the academic year 2019-2020).

Definition of the Research

Maxwell Definition (Maxwell, 2009)

Mental orientation: Perceived mental activity based on the individual's past experiences, his understanding of reality, the pattern of his interaction with stimuli, and his interpretation of social situations, positively or negatively (Maxwell, 2009:28).

Theoretical definition: The researcher adopted Maxwell's definition (Maxwell, 2009) as a theoretical definition of mental orientation because it is the only definition found by the researcher based on Julian Rotter's theory.

Procedural definition: the total score obtained by the respondent by answering the items on the scale of mental orientation built by the researcher.

Secondly.theoretical framework:

Mental orientation

That is why scholars in various fields have been interested in the concept of mental orientation, whether psychologists or sociologists, or the rest of other sciences, as it is an inner feeling that is reflected in the actions and reactions of the individual, and has a large and effective role in his relationship with others, and is the first responsible for the success of the individual in life if it is positive. And his failure if he is negative, and he succumbs to a strong will, affects his feeling and therefore his decisions as well as his vision of things. It requires mental orientation (El-Shinawy,2018:70-71)

Individuals differ from each other, and each individual is born unique in himself. Just as handprints differ from one individual to another, so does the composition of his personality affect his orientation, without this meaning that he is a prisoner of his personality, but his personality affects his orientation in one way or another. There are many reasons that make the mental orientation a ruler, such as the environment in which the individual is raised plays a special role in his life. Negativity plays a crucial role in influencing an individual's mental attitude. For example, many individuals can remember harsh words they heard from their parents or teachers

In his theory (expectatory social learning theory), Rotter emphasizes the individual's need to refine his insight through his past experiences and experiences, and believes that predicting behavior or the possibility that a certain behavior of others will appear depends on several responses that include (external movements, verbal expressions, emotional and cognitive reactions as well as the individual's past experiences) (Engler, 387:1991).

) Rotter) sees that there is a subjective expectation, as the individual expects the results of his behavior based on his past experiences, and this expectation or guesswork is not necessarily based on objective or logical foundations that are interrelated with each other (Engler, 388: 1991).

Maxwell (2009) refers to two dimensions of mental orientation, taking the Anticipatory Social Learning Theory of (Julian Rotter) as a reference frame.

Maxwell divided mental orientation into two dimensions:

1- Positive Mental Orientation: it is a general activity to perceive life in a positive way; Which makes the individual look at his world with optimism that leads to achieving the desired results and goals.

2- Negative Mental Orientation: It is an activity that causes boredom and unhappiness in the individual, and works to reduce the individual's activity so that he looks at things with a negative and pessimistic view (Maxwell, 2009:28).

Justifications for adopting Julian Rotter's theory:

1- It is considered a pioneering and rich theory in its presentation of the concept of mental orientation, especially when Maxwell indicated that mental orientation depends on the theory of Julian Rotter.

2- for being the most comprehensive and profound theory; Therefore, the researcher will rely on it to explain and interpret the results of his research according to this theory.

Third. Research methodology and Procedures

Methodology of Research:

For this reason, the researcher used the descriptive-relational approach, as this type is useful in estimating the relationship between two or more variables on the one hand, and knowing the direction of this relationship on the other hand, in other words, to what extent the variables are related to each other, is the correlation partial or total, negative or positive ?(Daoud and Abdul Rahman, 1990: 185).

Population of the Research:

outlook on life. This is why the positive mental attitude of the individual increases intuition and creativity, and expands attention that helps him in solving problems based on a flexible and renewed method in making the right decisions, and thus expands his behavioral repertoire, on the contrary The negative mental attitude, which works on rumination and has a bad effect on the work of cognitive processes, and on the social level makes the individual socially isolated from the rest of the others (Salmon, 2013: 137).

Keller (2008) believes that the individual's vision of events is what determines the behavior on which his orientations are based, and this leads to the formation of certain patterns of behavior. If the individual's expectation of a specific event is characterized by optimism and positivity; It is expected that he will form a positive mental attitude and if his expectations are negative and pessimistic; Negative behavior is expected from him, and here a negative mental attitude is formed Rotter's theory emphasizes the use of the individual's past experiences and experiences in determining his expectations, and here his view is affected by past experiences, and thus the expectation is determined by the action of previous private and public experiences. Expectations in such a case will be less important, and the strength of the directed behavior (mentally) towards a goal according to social learning theory depends entirely on the individual's expectation that this behavior will lead to the desired result, and the strength of the directed behavior depends on the value of this result for him (Armon, 2009:153) the mental orientation is related to people's expectations regarding their abilities to complete a job or achieve a goal, or predict what the future of any work will be based on on realistic bases to ensure the feasibility of this work (Hill & Stone, 2013: 126).The social cognitive learning theory is based on the use of positive reinforcement and negative reinforcement in predicting behavior, and although it was influenced by correlational theories, it added the concept of expectation, as well as cognition based on complex situations (Al-Zayyat, 338:1996).

The mental orientation stems from the individual's self, so if he believes that he is able to change him from negative to positive, then this means that he started with the first step towards change (Fritz, 2010: 2).

2- determine the purpose of building the scale.

The purpose of building the scale is to measure the mental attitude of middle school teachers in its two branches (scientific and human) in order to identify their mental attitude.

3-Formulating Scale Items.

When formulating the paragraphs of the Mental Orientation Scale, the following conditions were taken into account:

The items should contain one simple, uncomplicated idea

Avoid making the Items in the past language.

To be formulated in easy and clear language

The Items should be short and not exceed twenty words (Al-Zamili, 51: 2017).

Correction of Scale:

Correcting the scale means setting a score for the examinee's response on each of the scale's items, and then summing these scores to find the total score of the mental orientation scale with its (44) items. She speaks to me sometimes, she rarely speaks to me, she never speaks to me and its degrees (1,2,3,4,5), respectively, when the paragraphs are positive, and the degrees reflect when the paragraphs are negative (5,4,3,2,1). The researcher presented the mental orientation scale to a small committee consisting of (5) specialists in the Department of Educational and Psychological Sciences to show the mechanism for correcting the scale.

Preparing the scale instructions:

The necessity of verifying the extent to which the sample to be tested understands the scale's instructions and the extent to which its paragraphs are clear to them (Faraj, 1980: 160). Therefore, the scale's instructions were limited to how to answer its paragraphs, taking into account the accuracy; So, when preparing it, simplicity and clarity were taken into account, as the respondent was asked to put a mark (/) against the appropriate alternative in front of each item expressing his position, and the researcher also deliberately concealed the goal of the scale so that the respondent's response in the answer would not be affected. Accordingly, the instructions included the scale in that the answer to All items, taking into account accuracy and objectivity, without leaving any item unanswered. Because it is used for scientific research purposes only. And there is no need to mention the name in order to

The current research community consists of teachers of the preparatory stage in its scientific and human branches, for both sexes, and for the morning study in government schools in the holy governorate of Karbala for the academic year (2019-2020), and their number is (1809) teachers and schools distributed over (60) schools, with (32) schools for males. As the number of teachers reached (928) (51%) and (28) female teachers, their number reached (881) or (49%), and the total scientific specialization amounted to (617) male and female teachers (34%), while the number of humanitarian specialization (1192) (66%)

The Samples of Research:

The researcher used two samples in his current research, one of them for statistical analysis, consisting of (400) male and female teachers from the research community of (1809). The psychometric literature indicates that it is preferable to choose a sample that is not less than (400) individuals. (Anastasi, 1988:23) And the other for the final application, amounting to (317) teachers and schools, the researcher relied in extracting it on the Stephen Thompson equation.

Tool Research:

For the purpose of measuring the variable of the current research (mental orientation), three tools for measuring these variables are required that have the psychometric properties of the measurement, as follows:

Mental Orientation

After reviewing previous studies and reviewing the psychological literature that dealt with mental orientation, the researcher did not find a scale at the Arab and international levels commensurate with the nature of the current research sample, so it was necessary to build a measure of mental orientation, as there are specific scientific steps to build the scale. (Allen & Yen, 1979: 93) that constructing any scale must go through a set of basic steps. The researcher did the following:

1- Determining the theoretical concepts of the mental orientation variable

A- The researcher relied on Maxwell's (2009) definition of mental orientation, which is based on Julian Rotter's theory in constructing the scale. B- Building the scale according to the method of self-report, which depends on the individual's ability to observe his behavior, so that he can submit a personal report with a high degree of efficiency. Thus, it is possible to obtain a representative sample of the behavior that is not affected by verbal expressions or their inaccuracy and clarity (Faraj, 2007: 108).

individuals who are carefully selected from the research community (Henrysoon, 1971:132). The number of items should not be less than (5) individuals for each item of the scale in order to reduce the chances of chance when doing the statistical analysis (Nunnally, 1978:262). In order to conduct the statistical analysis, the positive mental attitude scale was applied to a sample consisting of (400) male and female teachers were chosen by random stratified method with a proportional distribution, from both scientific and humanities specializations.

The discriminatory power of the items of the Mental Orientation Scale:

The discriminatory power of the items of the Mental Orientation Scale was extracted based on the following methods:

Discriminative power of the vertebrae by the two-legged method:

Using the two-end group method to verify the discriminatory power of the items of the mental orientation scale, after applying the items of the scale to the statistical analysis sample of (400) male and female teachers. The researcher followed the following steps:

- 1- Correcting the scale and finding the total score for each form.
- 2- The total scores of the Mental Attitude Scale are arranged in descending order from the highest total score for the scale to the lowest.
- 3- A percentage of (27%) of the forms with the highest scores were chosen as the upper group and the percentage of the lowest scores as the lowest group, as the number of forms in each group was 108, including (216) the number of forms that were subjected to statistical analysis.

Correlation of the items score with the total score of the scale:

The researcher used the Pearson Correlation coefficient to find the correlation between the degree of each item of the scale with the total score of the scale and the same sample that was used in the statistical analysis amounting to (400) teachers, which indicates that all the correlation coefficients for the items of the scale of positive mental orientation are statistically significant. When compared with the tabular value of (0.098) at the significance level (0.05) and the degree of freedom (399), and according to this indicator, the items have the ability to

reassure the respondent of the confidentiality of his answers to the items of the scale, while providing an example to the respondent showing him how to answer the items of the scale (John and Albert, 234:1982).

Validity of scale items

For the purpose of achieving this, the paragraphs in their initial form amounting to (44) items Annex No. (3) were presented to a number of arbitrators in the Department of Educational and Psychological Sciences, numbering (30) arbitrators, Supplement No. (4) in order to issue their judgments on the validity of these items and their suitability for the teachers of the stage. The preparatory school, as well as the integrity and wording of the items for the purpose for which it was set, as the calculated values of (χ^2) for the paragraphs ranged between (8.53-30), which is higher than the tabular value of (χ^2) of (3.84) at the level of significance (0.05) and the degree of Freedom (1). Accordingly, all items were considered valid, and some items were modified in light of specialists' observations.

✓ Statistical items of the Mental Orientation Scale:

The process of statistical analysis of the scale's items is of a high degree of importance because of the function it leads to an effective contribution to come up with effective measuring tools that measure human traits and traits with an accurate measurement, and that the purpose of conducting it is to ensure the quality and efficiency of each test item in its ability. On measuring what was set to be measured (Al-Nabhan, 220: 2013) and (Sulaiman and Abu Allam, 2010: 312). The aim of analyzing the items is to determine the possibility of distinguishing them among the subjects in the trait or characteristic that the test measures (discriminatory power) (Al-Tariri, 161:1997). The psychometric literature indicates that it is preferable to choose a sample that is not less than (400) individuals. (Anastasi, 1988:23). Because this size, when the two end groups are selected, and at a rate of (27%) for each group, achieves an appropriate size in each of them and a good contrast between them. (Ghiselli et al, 1981: 434). On the other hand, Henrysoon indicated that the sample size is appropriate if it ranges between (500-400)

test items (J et al., 253: 2012). In the itmes validity itmes

B. Construct Validity
It means the extent to which the test measures a hypothesis or psychological concept. This type of validity depends on a broader description and requires more information about the behavioral characteristic to be measured (Ahmed, 2004:88) It represents a psychological trait or characteristic that cannot be directly observed, but is inferred from the set of behaviors associated with it (Melhem,2012 273). It is considered one of the most complex types of honesty. Because it is dependent on theoretical assumptions that are verified experimentally, as the test designer relies on theories specific to the feature to be measured, and in the event that the results are consistent with the assumptions on which the test designer relied, this indicates the construction validity index. Experimental application (Mahasna, 2013:155).

2-Scale stability indicators: The Scale Reliability

It is intended that the measurement tools be of a high degree of accuracy in perfection and consistency in what they provide us with information on the behavior of the examinee (Majid, 124: 2014).

a. Test-Retest Method: Test-Retest Reliability

This method is based on re-applying the test to the same group after a certain period of time, meaning that the same group is exposed to the same test in two separate time periods (Al-Qawasma et al.,2012: 237). In order to find the reliability coefficient of the mental orientation scale, the scale was applied to a sample of (40) male and female teachers who were not in the research sample. They were randomly selected and in equal numbers distributed according to gender and specialization from two schools, one for males and the other for females. The scale was re-applied to the same group two weeks after the first application, which is An appropriate period, so that the respondent does not remember the answers the previous time (Adams, 1964:58).Then the relationship between the degrees of the first and second application was calculated using the Pearson correlation coefficient, and the reliability coefficient was extracted by the retest method (.87).

B.Cranbach Alpha

It is the method proposed by Cronbach in (1951) to estimate the stability of the internal consistency of the test, and it is a generalization of the equation of (Keuder and Richardson - 20)

distinguish in the trait measured by the examinees, and all the itmes were kept.

The degree of the itmes is related to the degree of the field to which it belongs

Pearson Correlation Coefficient was used to find the correlation between the degree of each itmes of each domain and their total scores on that domain to which it belongs and for the same sample that was used in the statistical analysis, which indicates that all the correlation coefficients of the items of the Mentalorientation Scale are statistically significant. When compared with the tabular value of (0.098) at the significance level (0.05) and the degree of freedom (398), and according to this indicator, all itmes were retained.

Confirmative construct validity of mental orientation:

It is evident by comparing the indicators of the quality of conformity that the mental orientation scale does not consist of (40) items and in light of the standard regression weights appearing on the arrows that link the latent variables (variables that are not measurable) with each item of the scale, which are known as the validity coefficients. It is possible to judge the insincerity of the paragraphs (4,22,,26,38) because their value is less than (0.40) and it is not statistically acceptable, so those itmes were deleted and the mental orientation scale became (40 items). Condition

Psychometric properties of a scale

1-Validity Scale Indicators

It is the ability of the test to achieve the purpose for which it was prepared or actually measure what it was prepared to measure, and sincerity is one of the important conditions that must be met in the data collection tool (Abbas and Shehab, (140:2018). The validity of the scale has been verified through the following indicators:

a. Validity Face

The general appearance of the test, in terms of the type of vocabulary, how it was formulated, and its clarity, as well as its instructions, includes the possibility of the test being suitable for the purpose for which it was developed (Al-Imam et al., 1990:126). The procedures for this type of honesty include the researcher presenting the scale in its initial form to a group of experts and specialists, to examine the itmes of the scale and their relationship to the goal for which the scale was designed (Ghoneim, 2004:89). Apparent honesty is not a good psychometric method in calculating honesty, unless it is used as a procedure for the initial examination of the

that there are statistically significant differences in mental orientation by comparing the calculated T-value (11.47) with the tabular value of (1.96) at the significance level (0.05) and this indicates that the research sample (preparatory school teachers) have an orientation. This result can be explained by reference to the theory of (Julian Rotter), where people with a positive mental attitude are characterized by having an internal control site, and therefore one of the characteristics of these individuals is that they are cognitively active, and they are more effective in collecting, processing and categorizing information. The ability to control behavior and the reinforcement that is determined by it, that is, they are more attentive in monitoring important information, and they have a high level of ambition because they make more effort, which increases their motivation to learn, and they use the information and experiences that are available more effectively, and they show effort in achieving the goal, considering The individual's behavior is not determined by the nature and importance of reinforcements or goals, but rather by his mental orientation, so that the individual works on continuous self-adjustment of behavior based on the premise that the older the individual, the more his orientation towards Internal control, so the educational experience is the reason for the individual's high ability to deal with events, and these characteristics are consistent with the nature of teachers, as they tend to constantly renew and develop in their educational experiences, and work to modify their mental orientations in line with the requirements of changes in the educational field (Hans&Parker, 2017:39)

The researcher explains this result that individuals have a positive mental orientation stemming from individuals' belief that their behavior will reveal desirable results because they have motivation to work, tendency to plan in advance, self-confidence, ability to achieve, monitoring the results of their behavior, high expectation of success, and ability to adapt to events. This leads individuals to feel that they are influential in the world around them, and this feeling creates a positive impression for them, and they are able to influence others, and they look at the future with an optimistic view.

Conclusions:

Middle school teachers have a positive mental attitude, not a negative mental orientation

(Al Nabhan,2014:300). Cronbach found that this coefficient is an indicator of equivalence, that is, it gives good estimated values of the equivalence coefficient along with the internal consistency or homogeneity (Allam, 2000: 165). In order to find the reliability coefficient of the mental orientation scale, the Facronbach equation was applied, as the reliability coefficient extracted in this way was (.85).

C- Standard Error of Measurement:

) Ebel) confirms that the standard error of the measurement is one of the indicators of the accuracy of the scale; Because it shows the extent to which the individual's scores on the scale are close to his true scores. (Ebel, 1972:429)

The test is applied more than once to the sample and the standard error of the sample scores is calculated so that the greater the standard error, the lower the reliability coefficient and vice versa (Al-Bayati, 2014:264). After applying the standard error equation of the scale, its value reached (3.58) when using the Facronbach method

Sixthly. Describe the Mental Attitude Scale in its final form:

After verifying the psychometric properties of the Mental Orientation Scale, the scale became in its final form consisting of (40)itmes, the itmes were formulated in the form of declarative statements with five alternatives: Never) and its scores (1,2,3,4,5) respectively in the case of the itmes (in the direction of measuring the concept) and reflecting the scores in the case of the itmes measuring the opposite of the direction of the concept and its degrees (5,4,3,2,1) and that the highest degree of the scale is (200) and its lowest score is (40), with a hypothetical average of (120).

Four.Presentation, discussion and interpretation of the results:

Measurment the mental orientation of middle school teachers.

To achieve this goal, the mental orientation scale was applied to the sample members of (317) male and female teachers, and after data collection, analysis and statistical processing, the arithmetic mean was (137.56) with a standard deviation of (27.25), and the arithmetic averages were compared with the hypothetical average of the scale of (120) and to find out the differences. Among the sample members, the t-test was used for one sample, and this indicates that the research sample (preparatory school teachers) have a positive mental orientation.

11. Anastasi, L. (1988). **Psychological testing**. (6th Ed). NY: MacMillan.
12. Armon, C. (2009). **Personality Theories**. Edition 1. Harper Collins Publishers.
13. Bayati, Faris Rashid. ((2018). **Al-Hawi in Scientific Research Methods**. 1st Edition. Amman. Jordan: Dar Al-Sawaqi Scientific.
14. Daniel, Brown's. (2017). **negative attitudes among young people**. edition 1. Daoud, Aziz Hanna, Abdel Rahman, Anwar Hussein. (1990). **Educational research methods**. Ministry of Higher Education and Scientific Research. Baghdad University.
15. Ebel, R.L. (1972). **Essential of Education Measurement**. New York. Prentice Hall.
16. El-Shennawy, Nermin. (2018). **Nostalgia for the soul**. i 1. Cairo: Dar Awraq for publishing and distribution.
17. Engler, Barbara. (1991). Introduction to personality theories. (Translated by Fahd bin Abdullah bin Dulaim).
18. Farag, Safwat (1980). **Psychometrics**. 1st Edition. Cairo: Arab Thought House.
19. _____ (2007). **Psychometrics**. i 6. Cairo: The Anglo-Egyptian Library.
20. Fritz, Roger. (2010). **The Power of a Positive Attitude**. Publisher: Prakash Books.
21. Gee, Miller, J. Frye, and Abrasan, Peter. (2012). Educational Research - Competencies for Analysis and Applications. (Translated by Salah Al-Din Mahmoud Allam). Amman. Jordan: Dar Al-Fikr.
22. Ghiselli, E. Campbell. J. Zedeck, S. (1981). **Measurement Theory for Behavioral Sciences**. W.H. Freeman and Company, San Francisco.
23. Ghoneim, Mohamed Abdel Salam (2004). **Principles of Psychological and Educational Measurement and Evaluation**. Helwan University.
- Hans & Parker. (2017). Mental orientation of teachers working in the education sector in Poland. **Journal of Educational and Psychological Sciences**.
24. Hashimoto, K. (2012). Optimism and positive mental orientation on students subjective well-being. Kyoto University, Japan. **Journal of Psychology**. vol 5. (45–59)
25. Henrysoon, S. (1971). **Gathering, Analyzing and using data on test Items**. In Robert. L. Thorndik. Educational Measurement, 2nd ed,

Recommendations:

Emphasizing the positive mental orientation of teachers, as it is linked to effective success, whether at the professional, psychological and social levels

Suggestions:

Conducting a study similar to the current research, but dealing with other segments of society, such as school principals, educational supervisors, or educational counselors.

References:

1. Abbas, Jamal Ahmed, Shehab, Muntaha Khaled. (2018). **Methods and Methods of Scientific Research**. 1st Edition. Amman: Dar Amjad for Publishing and Distribution.
- 2- Adams, G. (1964). **Measurement and Evaluation in Education Psychology and Guidance**. New York. Holt Rine. Hart and Winston.
3. Ahmed, Bushra Ismail. (2004). **The reference in psychometrics**. 1st Edition. Cairo: The Anglo-Egyptian Library.
4. Al-Imam, Mustafa Mahmoud and Abdel-Rahman, Anwar Hussein and Al-Ajili, Sabah Hussein. (1990). **Calendar and Measurement**. Iraq: Dar Al-Hikma for Printing and Publishing.
5. Allam, Salah El-Din Mahmoud. (2000). **Educational and psychological measurement and evaluation**. Its basics, applications and contemporary trends. Cairo: Arab Thought House.
6. Allen, M. J. (1979). **Introduction to Measurement theory**. Monterey. California
7. Al-Nabhan, Musa (2013). **Basics of Psychometrics in the Behavioral Sciences**. 2nd Edition. Amman: Dar Al-Shorouk for Publishing and Distribution.
8. Al-Tariri, Abdul Rahman bin Salman. (1997). **Psychometric and educational theory, foundations, and applications**. i 1. Riyadh: Al-Rushd Library for Publishing and Distribution.
9. Al-Zamili, Ali Hussein Hashem. (2017). **Building and legalizing psychological measures**. Deposit number in the House of Books and Documents in Baghdad (2291).
10. Al-Zayyat, Fathi Mustafa. (1996) **The psychology of learning between the associative and the cognitive perspectives**. I. Egypt: Dar Al-Jami`ah for Publishing.

- 56.Suleiman, Amin Ali Muhammad and Abu Allam, Raja Mahmoud. (2010). **Measurement and evaluation in the human sciences: its foundations, tools and applications**. I 1. Cairo: Dar Al-Kitab Al-Hadith.
- 26.Hill, Napoleon. Stone Clement. (2013). **Success Through a Positive Mental Attitude**. Publisher: Qford
- 27.JeffreyGitomer.(2009). **Little Gold Book of YES! Attitude**. HowHow to Find, Build and Keep a YES! Attitude for a Lifetime of Success.Publish Financial Times
- 28.John, Neal, Albert Robert. (1982). Experimentation in the behavioral sciences. Translation (**Muwaffaq Al-Hamdani, Abdulaziz Al-Sheikh**).Ministry of Higher Education and Scientific Research. Baghdad. Iraq.
- 29.Kotekar , Vivek .(2017).Positive Mental Attitude: A Need of Time.The **International Journal of Indian Psychology**.Volume 4, Issue 2, No. 87.
- 30.Mahasneh, Ibrahim Ahmed. (2013). **Psychometrics in light of traditional and modern theory**.1st Edition. Amman: Jarir Publishing and Distribution.
- 31.Majeed, Sawsan Shaker (2014). **The foundations of constructing psychological and educational tests**, 3rd edition. Amman: Debono Center for Teaching Thinking.
- 32.Maxwell, J. (2006). **difference maker** Making your Orientation your greatest asset. Publisher Thomas Nelson.
- 39._____.(2009). **Basics of Mental Orientation What every Leader Needs to Know For**.Publisher : Hovel Audio.
40. Melhem, Sami Muhammad (2012). **Measurement and Evaluation in Education and Psychology**.6th Edition. Amman: Dar Al Masirah for Publishing, Distribution and Printing).
- 50.Qawasmeh, Rushdie. Abul-Raz, Jamal. Abu Musa, Mufid. Abu Talib. Saber (2012).**Scientific Research Methods**.Al-Quds Open University.
- 51.Rotter, Julian. (1984). Clinical Psychology. (Translated by **Atiya Mahmoud** here) and revised by Mahmoud Othman Najati. i 2. Cairo: Dar Al-Shorouk.
- 52.Salmon. (2013). **open mind**. 2nd Edition.Publisher Harvard University
- 53.Saurel, Sylvain.(2019). **The only difference between failure and success**.
- 54.Schneider,L.(2012).**The Seven Habits of Highly Successful People**.Random house Publisher.
- 55.Smith. (2008). **Success rules**.Edition 1.Harper Collins Publisher.