

Product orientation of sixthgrade teachers in Middle school

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Keywords: (Product orientation , teachers) and unsatisfactory results that reflect negatively on what is planned (Flyvbjerg et al., 2003)),when the individual and the teacher both lack the characteristics of the productive person at work, leads to an increase in harmony in his environment as a result of exhaustion and psychological burnout, which consists of a feeling of emotional attrition and low value of achievement, which leads to weakness in the tasks he performs and collapse of his determination and negatively reflects on his performance in the educational process, so the teacher's professional success requires broad capabilities and skills to be able to integrate and form social relationships and succeed in the tasks entrusted to him And the ability to control his emotions and direct them towards creative productivity at work (left-handed, contouring, 2000: 360).

Thus, the problem of the current research was determined by answering the following question:

Do teachers in the sixth grade have a productive attitude?

Research importance.

Given the important role that teachers play in the development and efficiency of educational institutions, this requires that there be special and distinctive care to develop their conditions and improve their material and professional conditions. Most individuals in society are characterized by a desire for rapid change and gain the greatest possible ability to conform to social, economic and cultural variables and include them within the correct values, ethics and religious beliefs in order to find a balance between what is new and new and the established values in society (Antar, 2016: 249). Self-awareness and high expectations for success are closely related to working hard and longer in Tasks, and people with high self-esteem

Summary:

The current research aims to identify the orientation of the sixth grade preparatory teachers. The current research sample included (400) teachers. Researchers adopted the product orientation scale based on Fromm (1947) ,asthree dimensions were identified for the scale.

Paragraphs werealso formulated for each dimension. It also analyzed the paragraphs and verified the psychometric properties of (validity, stability), as it extracted the apparent validity by presenting it to a group of arbitrators and specialists in the field of psychology and psychometry to express their views on the validity of the paragraphs. As for stability, it was extracted in two ways, namely the method of retesting, and the Cronbach alpha method, and after verifying the validity of the tools through the indicators of validity and stability, and applying these tools to the research sample and then collecting and processing data statistically. The results of the research showed that the sixth grade preparatory teachers and teachers have a product orientation.

Research Problem:

Today, the teacher faces many educational and social problems that have negatively reflected on his psychology and performance in the classroom, which made him unable to control his behaviors. The teacher, when he does not have any positive strategy and has deficiencies about his tasks and work, which makes him in a state of constant confusion and control of random and unstructured ideas, thus generating a state of pessimism and dissatisfaction with what he does and the absence of motivation (Baumeister & Tice, 1985) , that the individual has very high confidence in setting unrealistic goals that can be achieved, It may shock the living reality, leading to a failure at work

productivity is the ability of the individual to use his abilities and achieve his inherent potential, and it is linked to creativity, especially artistic creativity and the real artist is indeed who represents productivity more convincingly, not all artists are producers, and that the person can experience, see, feel and think productively without having any talent for creativity, and productivity is capable of everyone who is not mentally or emotionally disabled

Fromm divided the orientations into two parts: the product orientation and the unproductive orientation . The unproductive orientation includes:

- Proactive(Spontaneous) Orientation
- Exploitative orientation
- Savings Orientation
- Delay Orientation

- ❖ **Product orientation :** It is the fifth section of the divisions proposed by Fromm, in which he sees the ideal state of humanity, which covers aspects of its experience as a whole, and which assumes our ability to achieve our potential, which is the ultimate goal of human growth and can be achieved by every human being. It is about choosing our potential capabilities and exploiting them to the fullest and directing them in the right way, and in order for the individual to harmonize, it is necessary to verify the employment of the potential and use it productively and fully, and the results of which are the individual's compatibility in two ways, the first related to the individual's compatibility with himself and the second related to the individual's compatibility with others, the product orientation refers to the individual's ability to use his potential productively and realistically and have an objective image of the evaluation of those capabilities, and he is clearly aware of his constructive energy, and represents the individual's orientation and tendency to humanitarian standards for him of real value and is far from using authoritarian standards, Fromme believes that productivity must be elevated to the individual and be of his qualities and have the ability to create and influence things and transform them into new things, whether those things are material or related to the individual himself such as reproduction and others, or in terms of the

assess their performance positively compared to people with low self-esteem and are associated with positive reactions with positive self-stimulation, Fromm (1947) sees the productive person as being able to think independently and have the ability to feel and feel what is around him and be affected by him, and have self-esteem and others and have the ability to enjoy different aspects of life, the productive-oriented individual is characterized by optimism, realism and mediocre in dealing and looks at things objectively and aims to achieve his goals in legitimate ways, and is characterized by With wisdom, patience, patience, and composure, the mind governs all its issues (Asad, 1990, p. 113).

Research Objectives Identify:

The product orientation of teachers of the sixth preparatory school.

Research limitations:

The current research is limited to a sample of teachers in the sixth grade enrolled in the preparatory schools of the general directorates of education in the Holy Governorate of Karbala, of both sexes, for the year 2021-2020.

Term Definition:

Product orientation

Frome (1947): It is defined as the direction of relevance to the world and to the same individual, which includes areas of human experience, thinking, love and work"(Alkaffaf, 2010:340).

Chapter 2:paradigm

There are many theories that explain the concept of orientation, and perhaps the most prominent of these theories are:

First: FrommTheory:

The term product orientation refers to the method of communication in all areas of human experience, it is one of the social traits, and social trait represents a form of guidance for the individual and is the basis of the individual's compatibility with his society, Fromm says that we believe that the human being is basically a social being and needs others to satisfy his instinctive needs (Fromm , 1989: 93), as the areas of experience include the mental, emotional and sensory responses of the individual to others and to himself and to things, and

ideas that he comes up with (Schlitz, 1983: 132), Producers are the ideal that represents the ultimate goal in human growth, and represent the direction of the connection to the world and the same individual, which includes all areas of human experience: thinking, love, work, and there is no doubt that individual producers understand the world mentally and emotionally through Love and Mind(Kafafi et al., 2010: 340)

Chapter Three

Research Methodology and Procedures: Methodology

The research approach is defined in the method used by the researcher or the scientist in studying his problem in order to reach solutions to it and some results (Issawi and Issawi, 1997: 13), as the researchers chose the descriptive approach in the process of data collection and analysis to suit the subject of the study.

Research community:

The current research community is determined by the teachers of the sixth grade, i.e. both sexes (males and females), and by the specialists (scientific-humanitarian), and by the various years of service they have, in the preparatory schools in the governorate of Karbala, where the total number of male and female teachers in schools is (1014), as the number of males was (561) teachers, while the number of females reached (453) studies, and T The governorate of Karbala included (65) preparatory schools with (36) male schools, and (29) female schools, distributed in different places, including a, Table (1) includes the numbers of male and female teachers in each school in the center and districts of Karbala Governorate ⁽¹⁾ for the year 2021 distributed according to the gender variable.

⁽⁴⁾ Statistics for all schools were obtained from the Directorate of Public Education of Karbala Governorate/ Department of Statistics based on the task facilitation book provided to researchers by the Deanship of the Faculty of Graduate Studies/University of Babylon, Appendix (1).

Table (1) Number of male and female teachers in middle schools in the center and districts of Karbala Governorate, distributed according to gender variable

Male			TheFemale		
No.	School Name	Total	No.	School Name	Total
1	Al makasib	17	37	Al-Yarmouk	15
2	Osama bin Zaid	13	83	Alnajah	16
3	Abdullah bin Abbas	12	39	Al Imamat	10
4	Osman bin Said	31	40	RabaaAl-Adawiya	14
5	Sheikh Ahmed Al Waeli	18	41	RAUDHATAIN	17
6	Karbala Boys	33	42	Coptic Maria	15
7	Jaber Al-Ansari	19	43	Jumana bint Abi Talib	19
8	Imam Sadik, the evening.	14	44	Al nohod night school	13
9	Rafidain	19	45	Al rafideen	14
10	Al-Alkami River	16	46	Al thaqaffa	18
11	Abu Al-Aswad Al-Dawli night school	9	47	Karbala for Girls	21
12	Al Affaq night school	11	48	Gaza	9
13	Al ghad al afdal	17	49	Al Sourour	13
14	Al iqtidar	15	50	Baghdad	14
15	Hussein Mahfouz	11	51	Al khalidat	18
16	Al balaghah	11	52	Alsama	13
17	Sheikh Alkalini	17	53	Hamam al salam	9
18	Ibn al Skeet.	11	54	Al qwareer	19
19	Alam City	14	55	Martyr Salam Al-Wazni	16
20	Alfat-h	11	56	Okaz	20
21	Alhusseinia	16	57	Egaila	17
22	Almada	11	58	Alfarooq	21
23	Al mohimin	12	59	Basmalah	19
24	Al yakout	10	60	Malaekat al rahma.	20
25	Al thabat	25	61	Fawmat	21
26	Al-Rayahin for Boys	20	62	Um Amara	12
26	Al mada	17	63	rafidah al islamiyah	11
27	Al maa al maein	11	64	Martyr Hassan Tufan	11

29	Abu Dhar Al-Ghafari Al Masaa	10	65	Al waha al khdraa	18
30	Al forat	16			
31	Hindiya for Boys	19			
32	Sheikh Al-Tousi	14			
33	Al-Rujaybah	17			
34	Al manahla	20			
35	Al nabigha Zebiani	13			
36	- Al moaakha	11			
	Total	561		Total	453

Grand total 1014

Research Sample

The final application sample was (400) teachers with a percentage of (39.4%) from the original research community, (245) teachers with a percentage of (61%), and (155) teachers with a percentage of (38.7%), as shown in Table (2)

Table (2) Distribution of the final application sample according to gender and specialization variable

Males					Female				
No.	School Name	Specialization		Total	No.	School Name	Specialization		Total
		scientific	Humanities				scientific	Humanities	
1	Al makasib	6	4	10	27	Al-Yarmouk	3	2	5
2	Al-Alkami River	6	6	12	28	Alnajah	2	2	4
3	Abdullah bin Abbas	3	2	5	29	the Imammat	2	1	3
4	Osman bin Said	10	6	16	30	Rabia Basri	3	2	5
5	Sheikh Ahmed Al Waeli	5	3	8	31	RAUDHATA IN	3	4	7
6	Karbala Boys	13	8	21	32	Coptic Maria	4	2	6
7	Jaber Al-Ansari	6	4	10	33	Jumana bint Abi Talib	8	5	13
8	Rafidain	8	6	14	34	Al thakafa	6	5	11
9	Al iqtidar	8	4	12	35	Karbala for Girls	10	3	13
10	Hussein Mahfouz	3	1	4	36	Gaza	2	1	3
11	Al ibragh!	2	2	4	37	Al khwalid.	5	5	10
12	Ibn a Skeet.	3	2	5	38	Alsama	6	4	10
13	Alam City	7	5	12	39	Qawarir	4	3	7
14	Al ghad al afdal	4	3	7	40	Okaz	7	5	12
15	Alfat-h	2	2	4	41	Alfarooq	9	5	14
16	Dominant	2	3	5	42	Malaekatal rahma	7	4	11
17	Al Husseinia	7	6	13	43	Fawmat	3	3	6
18	Almada	2	2	4	44	rafidah al	2	2	4

						islamiyah			
19	Al thabat	10	8	18	45	Martyr Hassan Tufan	2	2	4
20	Al waqar	3	2	5	46	Al waha al khadraa	4	3	7
21	Riyahi for Boys	4	3	7					
22	Al furat.	3	3	6					
23	Hindiya for Boys	9	6	15					
24	Al manahila	5	4	9					
25	Al nabigha Zebiani	6	4	10					
26	Al moaakhah	5	4	9					
Total		142	103	245		Total	92	63	155
Total									

Research tool: -

Measurement tool Bis intended to be a controlled device that elicits in the individual(s) reactions or responses that the psychologist can record (Abbas, 1996: 9).

After informing the researchers about previous studies and reviewing the psychological literature that dealt with the subject of product orientation , the researchers adopted the scale prepared by (Korji,2019) and it was built according to the theoretical framework of (Frome).

The characteristics of the metric were extracted, and the following is a description of the scale and its procedures:

Description of the scale in its initial form:

The scale consists of(30) paragraphs distributed over three areas, namely, product thinking and consists of (10) paragraphs, and the love produced consists of (10) paragraphs, productive work consisting of (10) paragraphs, and five alternatives to estimating responses on the scores of the scale paragraphs, which are(Strongly agree, agree, neutral, disagree, strongly disagree), as all the paragraphs were towards the concept paragraphs and the correction key is(5, 4, 3, 2, 1).

Researchers relied on two methods to analyze paragraphs

The concept of the discriminatory power of paragraphs refers to the ability of paragraphs to distinguish between respondents and is one of the most important reference characteristics of the standard, because it indicates the ability of the scale to detect individual differences (Ebel, 1972: 933

To achieve this, researchers used the terminal sampling method, which refers to the extent to which the paragraphs distinguish between individuals with higher scores on the feature to be measured in the test and individuals with lower scores on each paragraph of the scale. This method is called the terminal sampling method (Stanley & Hopkins, 1972: 268

After the application process, all the forms were corrected and the total score of each form was extracted. The forms were then arranged from the highest to the lowest degree, and 27% of the upper group and 27% of the lower group were sorted. The number of each group reached (75) forms, thus the number of the upper and lower forms reached (150) forms. After that, the arithmetic mean and the standard deviation of each paragraph of the scale were calculated from the upper and lower groups. Then, the T-test t was used for two independent samples to test the significance of the differences between the higher and lower groups' scores on each of the scale paragraphs, because the calculated T-value represents the discriminatory power of the paragraph between the upper and lower groups. The calculated T-value is an indicator to distinguish each paragraph by comparing it with the tabular value of (1.96) and with a degree of freedom (148) and a level of significance of (0.05). All paragraphs, with the exception of (5, 10, 27), are shown in Table (3).

Table (3) The discriminatory strength of the paragraphs of the orientation scale produced using the two terminal groups method

No.	Upper and lower	Arithmetic mean	standard deviation	Calculated T	Significance
S1	Highest	4.08	.801	4.073	Significant
	lower	3.57	.720		
S2	Highest	3.15	1.249	3.463	Significant
	lower	2.53	.890		
P3	Highest	4.00	.944	6.894	Significant
	lower	2.83	1.132		
P4	Highest	3.36	1.158	5.297	Significant
	lower	2.51	.778		
P5	Highest	5.52	1.267	1.512	Not significant
	lower	3.24	.984		
F6	Highest	3.61	1.173 -	6.112	Significant
	lower	2.41	1.231		
F7	Highest	4.28	.980	5.350	Significant
	lower	3.16	1.525		
F8	Highest	3.09	1.367	3.383	Significant
	lower	2.39	1.184		
F9	Highest	4.16	.698	2.959	Significant
	lower	3.69	1.174		
F10	Highest	2.75	1.128	1.949	Not significant
	lower	2.41	.960		
F11	Highest	4.13	.935	4.269	Significant
	lower	3.47	.977		
F12	Highest	2.52	1.483	2.779	Significant
	lower	1.93	1.070		
F13	Highest	3.89	.798	2.836	Significant
	lower	3.48	.978		
F14	Highest	2.81	1.372	5.688	Significant
	lower	1.73	.905		
F15	Highest	3.45	1.427	4.323	Significant
	lower	2.48	1.329		
F16	Highest	3.05	1.251	2.547	Significant
	lower	2.56	1.118		
F17	Highest	3.49	1.298	.842	Not significant
	lower	3.32	1.221		
F18	Highest	3.20	1.127	3.130	Significant
	lower	2.60	1.219		
F19	Highest	3.68	1.210	3.026	Significant
	lower	3.09	1.164		
F20	Highest	3.17	1.070	4.809	Significant
	lower	2.39	.928		
F21	Highest	3.72	1.047	4.496	Significant
	lower	2.97	.986		
F22	Highest	3.25	1.187	2.038	Significant
	lower	2.84	1.295		
P23	Highest	3.25	1.253	4.682	Significant
	lower	2.32	1.187		
F24	Highest	3.07	1.057	4.123	Significant

	lower	2.31	1.197		
F25	Highest	2.84	1.231	2.878	Significant
	lower	2.35	830.		
P26	Highest	3.56	(1.130)	4.305	Significant
	lower	2.71	1.292		
F27	Highest	3.28	924	1.753	Not significant
	lower	3.04	743.		
F28	Highest	3.19	1.182	4.517	Significant
	lower	2.33	1.131		
F29	Highest	3.96	922	4.224	Significant
	lower	3.27	1.082		
F30	Highest	3.39	1.272	3.441	Significant
	lower	2.68	1.243		

Internal Consistency

To extract the internal consistency, the same data that was adopted in extracting the discriminating force were used in the two peripheral samples method of (279) forms as ATT:

(1) The style of the poverty relationship with the total score of the scale and the degree of the field to which it belongs

Then calculate the Pearson correlation coefficient between each paragraph of the scale and its total score, as well as the degree of the field to which it belongs and as shown in Table (4)

Table (4) Values of correlation coefficients between the score of each paragraph and the total score and the field score of the product orientation scale

SCOPE	PARA.	Its relationship to the field	Test Values Correlation T	Its relationship to the overall degree	Test Values Correlation T
Altvcare product	S1	.621**	13.400	.547**	18.081
	S2	.597**	12.757	.583**	11.461
	P3	.552**	9.512	.443**	9.269
	P4	.649**	15.675	.453**	14.379
	P5	.563**	0.795	.396**	0.675
	F6	.721	12.757	.654**	13.895
	F7	.706**	15.428	.616**	13.977
	F8	.584**	10.212	.535**	14.679
	F9	.492**	12.052,-	.417**	5.712
	F10	.098	0.461	.055	0.212***
Productive Love	F11	.329**	13.895	.231**	11.860
	F12	.556**	14.679	.532**	14.679
	F13	.532**	13.936	.509**	11.919
	F14	.493**	7.871	.448**	7.990
	F15	.557**	9.413	.490**	9.940
	F16	.604**	12.795	.479**	6.998
	F17	.033	0.586	.073	0.052
	F18	.613**	13.057	.618**	11.613
	F19	.535**	9.512	.451**	13.400
	F20	.515**	10.212	.436**	17.325
Productive work	F21	.565**	13.157	.521**	15.428
	F22	.502**	12.696	.463**	13.337
	P23	.625**	5.772	.483**	12.795

	F24	.601**	10.498	.422**	15.586
	F25	.404**	17.083	.345**	3.663
	P26	.695**	10.103	.603**	12.052,-
	F27	.083	0.636	.091	0.379
	F28	.641**	8.505	.447	10.124
	F29	.739**	11.070	.523**	5.712
	F30	.682**	13.440	.562**	10.321
Significance	**. Correlation is significant at the 0.01 level (2-tailed)**.				

The Pearson correlation coefficient was calculated between the score of each of the scale fields and the total score of the scale and the Pearson correlation coefficient between the fields of the scale as shown in Table (5).

(2) Calculate the correlation coefficients between the total score for each of the product orientation fields and the total score for the scale, and the correlation coefficients between the fields with each other,

Table (5) Values of correlation coefficients between the domains of the scale and the values of the correlation coefficients between the total score for each of the domains and the total score of the product orientation scale

Scope	Productive thinking	Productive Love	Productive work	Product Orientation
Productive thinking	1	.636**	.751**	.823**
Productive Love	.636**	1	.548**	.875**
Productive work	.751**	.548**	1	.847**
Product Orientation	.823**	.875**	.847**	1
Significance	**. Correlation is significant at the 0.01 level (2-tailed)**.			

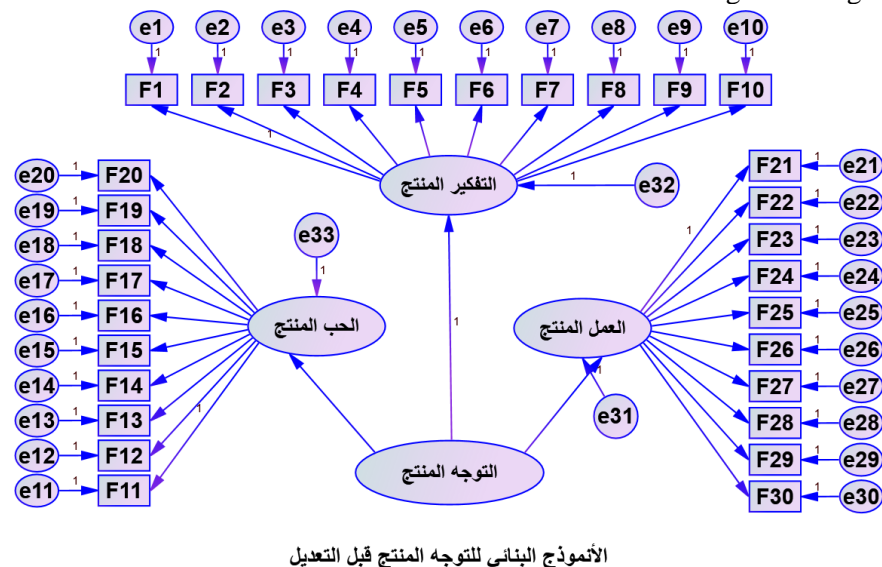
The extracted correlation coefficients represent the internal consistency coefficient of the scale. It is clear from the correlation coefficients tables extracted in the internal consistency method Table (4) and (5) that all correlation coefficients are statistically significant because the calculated T-value is greater than the tabular value (0,148) at the significance level (0,01) and the degree of freedom (277). In light of this procedure, it was found that all the paragraphs are distinctive except paragraphs (5, 10, 17 , 27).

Factor Analysis Confirmatory:

Factorial analysis is a statistical method used in dealing with multiple data that have been associated with different degrees of correlation, to be summarized in the form of independent classifications based on qualitative grounds for classification, as the researcher examines these classification foundations and discovers their common characteristics according to the theoretical framework and the scientific logic that began with it (Faraj, 2008: 17).

The researchers relied on the theory of (From), which included the presence of three basic components of the variable of the produced orientation, so a Researchers resorted to the use of confirmatory factor analysis to verify the validity of its assumption based on the statistical program (Amos) in extracting the results, and in assuming the match between the variation matrix of the paragraphs included in the analysis and the matrix assumed in the model, and

Figure (1) shows the the theoretical structure of the scale that was designed using the



program(Amos) _____.

Figure (1) The structural model of the orientation produced before the modification

the acceptable level of statistical significance, as their degree of saturation was less than (0.25), which is paragraph (5, 10) of the first field (productive thinking), paragraph (11, 17) of the second dimension (productive love), and paragraph (25, 27) of the third dimension (productive work), and the scale in its final form became composed of (24) paragraphs. The model obtained good values for the good conformity indicators after the adjustment to the scale by deleting paragraphs (5, 10, 11, 17, 25, 27), and the factorial analysis was repeated, and the conformity quality indicators themselves were extracted as shown in Table (6) and Figure (2)

Figure (1) above shows the structural design of the orientation scale produced in the program (Amos), as it shows the components of the subscale and the paragraphs of each component. In order to judge the saturation of the paragraphs on the component to which they belong, the critical ratio (C.R), which indicates the significance of the differences of the effect of the paragraph (the weight of the standard regression and the zero effect), the paragraphs whose saturation is greater than (0.30) are maintained at the level of significance (0.05) Costello & Osborne, 2005:238).

The results showed that there are six paragraphs whose transactions did not rise to

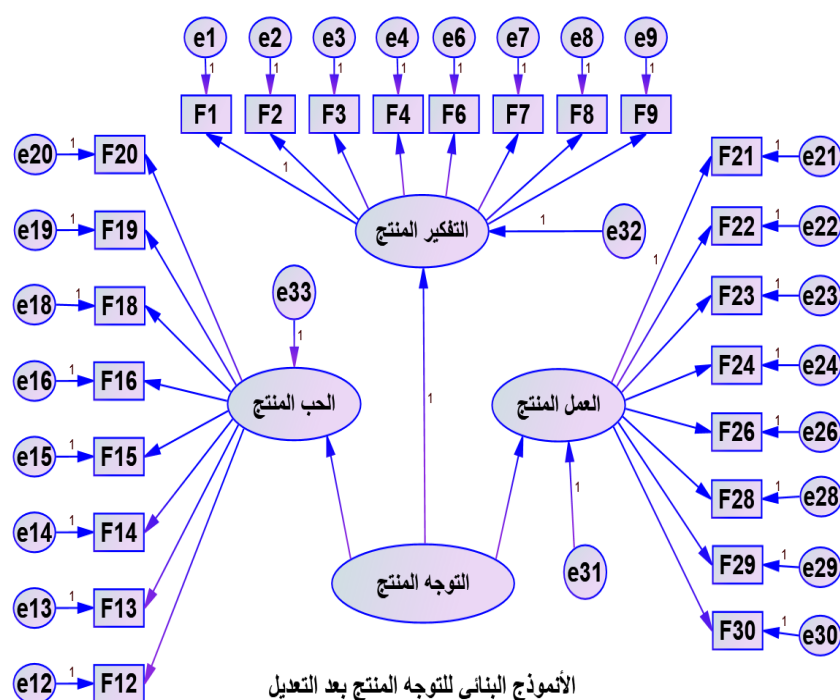


Figure (2) The structural model of the orientation produced after the modification

Table (6) Conformity quality indicators for the model before the amendment and after the amendment of the paragraphs

No.	Indicator Name	Indicator Values		Degree of cuttin
		Before modification	After amendment	
1	Ratio between (χ^2) and (d values	2.91	1.97	less than 5
2	Square root of mean approach error (RMSEA))	7)	0.05	Less than (0.08)
3	Comparative Conformity Quality Index (CFI)	0.75	0.85	(0 – 1)
4	Conformity Quality Index (GFI)	0.78	0.87	(0 – 1)
5	Corrected Conformity Quality Index (AGFI)	0.74	0.86	(0 – 1)
6	Taker Lewis Index (TLI)	0.77	0.88	(0 – 1)
7	Standard Conformity Index (NFI)	0.78	0.91	(0 – 1)

Table (7) saturation of the paragraphs of the product orientation scale with the field to which it belongs

SCOPE	PARA.	Degree of saturation
Productive thinking	1	0.552
	2	0.525
	4	0.615
	5	0.857
	6	0.646

	7	0.671
	8	0.471
Productive Love	9	0.721%
	10	0.562
	11	0.441
	12	0.557
	13	0.628
	14	0.685
	15	0.432
	16	0.455
Productive work	17	0.577
	18	0.791
	19	0.809
	20	0.715
	21	0.658
	22	0.609
	23	0.741
	24	0.618

Cyco-metric properties of the product orientation scale:

applying the scale to a sample consisting of (400) teachers and schools that the Cronbach Alpha coefficient of the product orientation scale reached (0.87).

1. Test-Retest Method

The researchers applied the produced orientation scale to a sample of (40) teachers by (20) teachers and (20) schools, and they were randomly selected. After two weeks of the first application of the scale, the researcher Yen re-applied the same scale to the same sample. The Pearson correlation coefficient, which represents the coefficient of stability in this method, was calculated, as it appeared that its value reached (0.80), and it is considered a stability coefficient that enjoys good stability (Abdul Rahman, 1998: 527).

Final formula of the scale:

After extracting the characteristics of the metric of the product orientation scale, the scale shall be in its final form of (24) items, distributed over (3) areas

Statistical means:

Pearson and Cronbach correlation coefficient to calculate stability
 - T-test to find the difference between the hypothetical average and the sample average

Chapter IV:

First: Validity: The validity of the scale was verified through: -

Apparent honesty: This type of honesty was verified by the procedures that were carried out to verify the validity of the paragraphs of the current scale, its alternatives and weights, by presenting it to a group of arbitrators specialized in education and psychology, and their observations were taken from an amendment to some paragraphs.

Construct Validity The validity of the construction has been verified by the following indicators:

- 1- Calculate the discriminant strength of the scale paragraphs.
- 2- The method of the relationship of the degree of poverty to the total degree of the scale and the degree of the field to which it belongs .
- 3- Calculate correlation coefficients between the overall score for each product orientation domain and the overall score for the scale and correlation coefficients between domains.

Stability: To extract the stability, we used:

(1) Alpha Cronbach coefficient method for internal consistency

In order to extract stability in this way, the Cronbach Alpha coefficient was used to extract the internal consistency of the current scale. The results came after

the statistical difference between them, the test that was used for one sample (One Sample T Test) was found to be statistically significant between them, where the calculated T-value was (32.195), which is greater than the tabular value of (1.96) at the significance level (0.05) and a degree of freedom (399), which indicates that the study sample has a good degree of product orientation, and **Table (7) shows this.**

Table (7) arithmetic mean, standard deviation, hypothetical mean and values (T) of the product orientation

Sample	Degree of freedom	Arithmetic mean	standard deviation	Hypothetical mean	t		level of Significance
					Calculated	tabular	
400	399	86.93	9.275	72	32.195	1.96	Significant

universal gratitude, emotional self-efficacy).

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❖ Identifying the product orientation sixth grade teachers in preparatory school.

To identify this goal, the product orientation scale was applied to the research sample of (400) teachers, and it was found that the mean of the scores was (86.93) degrees and a standard deviation of (9.275) degrees , while the hypothetical average of the scale was (72) degrees, and in order to identify the significance of

Through the above table, it can be explained that the teacher of the sixth middle school has a product orientation , because it enables the individual to communicate in a good way in all areas of human experience, as it is a limit of social character, and that social character represents a form of individual guidance and is the basis of the individual's compatibility with his community, Fromm says that we believe that the human being is basically a social being and needs others to satisfy his instinctive needs, as the areas of expertise include the mental, emotional and sensory responses of the individual to others, to himself and to things, and productivity is the ability of the individual to use his abilities and to achieve his inherent potential, and it is linked to creativity, especially artistic creativity and the real artist is already the one who represents productivity more convincingly (Fromm , 1989: 93),

Suggestion

- 1- Conducting a similar study to the current study on other samples that are different such as (educational supervisors, heads of departments and deans, university presidents).
- 2-Conducting studies dealing with the product orientation and its relationship to other psychological variables such as (restorative behavior, servant leadership,

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