



Educational Communication And Its Relationship To Positive Thinking Among Male And Female Secondary School Teachers

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Abstract:

Communication is a means used by man to organize and stabilize its life and transfer its forms and transfer its forms and from a generation to generation by expressing words, words, signals and gestures. (Kibinkiri Eric, P 546,2018) and academic communication is one of the channels that help in student reactions and professors with learning inputs and improve their outputs (Abdelkader, 2019, 953).

The current research problem is that the active and distinctive person in society is the primary axis around him with psychological and social stresses.

The rapid variables have caused reflections on educational institutions and the role of staff members of teaching bodies has a key role in the face of challenges so that they can achieve their objectives from the numbers of human and rehabilitation (Mahmoud, 2007, 67). The vast knowledge of various economic, political, social, educational and other fields, positive thinking has become an inevitable necessity to overcome solving problems.

Positive thinking is the most important aspects of humanitarian Astan, as it is undoubtedly the most effective tool in dealing with life problems and challenges (Hijazi, 2012, 38).

After informing the researcher on the subject of positive thinking, here began to feel the positive features of the individual, which was born at the researcher. Despite the presence of positive thinking studies and its association with a number of psychological and educational variables, the researcher should ensure that they are associated with the tutorial variable specifically.

Through the above, the current research problem is moving towards trying to answer the question:

What is the nature of the relationship between tutorial and positive thinking among school teachers and secondary schools?

research importance

The importance of communication as an important factor in the continuity and prosperity of life on the face of the earth appeared a long time ago, and the means of communication played a major role in the growth of human thought and the progress of human civilization, and most scholars and researchers took it as a criterion when balancing different civilizations and peoples so that the

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extent of their advancement is measured by the amount of progress they established in this field (Al-Hilah, 2000, 41).

Communication and education are two sides of the same coin, and both aim at exchanging ideas and information. Hence, educational communication can be considered an educational situation that combines the teacher - as a source of learning - and the learner to convey an educational message using certain means to achieve the specified goals (Abdul Hamid, 2010, 53).

The new teaching, as it is usually said, is good communication, and we can look at the classroom and the educational and purposeful activity that takes place inside it as a small world of communication in itself, where various messages are exchanged between the teacher and students to communicate information, meaning, understanding and developing thinking. Skills, Attitudes and Values in Education (Kazim, 2007, 19).

The process of classroom communication and interaction with its two parts - verbal and non-verbal - constitutes a representative sample of the total observable behavior in the classrooms. It also provides a realistic picture of the teacher's behavior and the pattern of interaction prevailing in the classroom (Brown, 2005, 95).

Communication is essential to success in any profession that requires interaction between people and within the organization. The teacher's job requires a clear expression of expectations, encouragement, and care, in addition to knowledge of the scientific material. The content-related communication in education is much more than just talking about goals (Khattab, 2007, 47). After the stage of preparation that the teacher undertakes to teach his subject, he moves to a delivery He has for that and what this preparation included of knowledge, information and skills for his students. If he fails in that, this means that he is a failure as a teacher, but he will remain - and despite this failure - the complex of hope and hope for a few students because of what he has of authentic characteristics that admire the students and captivate their hearts . Although there are factors that lead the teacher to failure, he can compensate for that and replace his failure with success if he is skilled and improves communication with his students and improves communication with them (Adas, 2004, 127).

Where communication and communication play an essential role in the success of human relations in various areas of life, and therefore they are two skills that educational workers must acquire and apply, in order to be able to achieve their tasks (Zayer, 54, 2020).

Today, the teacher stands in the midst of tremendous social, scientific and technological changes, and this requires on the part of the teacher how to communicate his ideas and material to his students, and teaching has changed during this century to teaching that requires on the part of the teacher knowledge and skill in selecting appropriate verbal and non-verbal means of communication, and planning to use them effectively in his daily teaching.

The importance of this research lies in the statement of the importance of educational communication, which includes the most important axis in the axes of educational communication. It is related to the teaching-learning process, as it is concerned with activating the communicative activity for the purpose of achieving an educational-learning situation, characterized by a high degree of interaction between the student and his teacher, to achieve the goals of learning, and to achieve interactive communication and effective learning (Abboud, 2009, 68), which is the right way towards acquiring skills Positive thinking as the key to future education.

There is no doubt that each individual has his own way of thinking, which is affected by the pattern of his upbringing, his motivation, his abilities, his educational level, and other characteristics and characteristics that distinguish him from others. In the sense that thinking is the mental process in which sensory perception interacts with experience and intelligence to achieve a goal, and it occurs with motives and in the absence of inhibitions (Ben Faraj, 2005, 9). So thinking, in its general meaning, includes all kinds of mental activity or cognitive behavior that is characterized by the use of symbols represented by things and events, this means treating things and events through their symbols, instead of treating them through apparent activity (Al-Mousawi, 2010, 9).

Tishman uses the term Thinking Management, which is concerned with the individual's tendency towards a certain behavior, the degree of sensitivity, or his ability to know the appropriate time to do this behavior, more than his interest in the individual's abstract abilities. It also focuses on the need for the teacher to possess skills that enable him to help students, in order to contribute and improve their thinking skills, until they become in the form of habits or patterns, leading them to a future in which they are best able to solve their problems effectively, and make their decisions wisely (Al-Atoum, 2007, 17).

That is why a person must be trained in the skill of positive thinking to transform all his thoughts and feelings so that they serve his interests and needs instead of being against him and contrary to these interests and needs. The more positive thinking is, the more it leads to an effective and successful solution to situations and problems, and the more negative it is, the more it leads to dealing with these problems in superficial ways.

And wrong, whether by exaggerating these problems and exaggerating in dealing with them, and thus not reaching a convincing solution to them, or by simplifying, reducing them, making them easy, and adopting negative methods in dealing with them, and thus not reaching an appropriate solution for them (Al-Harbi, 227)

Bonowsky (BEONOWSAKI, 1974) assumes that a person who is capable of positive thinking can adapt to his environment, and his harmonic ability is attributed to his ability to think positive, as he is able to organize and solve his behavioral problems (Saleh, 2011, 23).

Tiger (Tiger, 1979) considers optimism a basic angle in positive thinking, as it enables us to set specific goals and ways to overcome difficulties and adversities that destroy society (Qassem, 2009, 717).

Hence, we realize the importance of positive thinking for the teacher, as he can decide his way of thinking.

The importance of the research is evident from the following points:

- 1 - The scarcity of studies that examine the relationship between educational communication and positive thinking among male and female teachers high school .
- 2 - Feeling the importance of educational communication in the success of the activity in the classroom and its reflection on the student.
- 3 - The lack of studies that dealt with the positive aspects of the behavior of male and female secondary school teachers.

4- Draws the attention of those in charge of the training courses to include lectures related to the importance of educational communication

Also its relationship to positive thinking among male and female secondary school teachers.

research aims

The current research aims to identify:

1 - Disclosure of educational communication among male and female secondary school teachers (research sample).

2 - Identifying the statistically significant differences in educational communication among male and female secondary school teachers

According to a variable: a - gender (males - females) b - specialization (scientific - literary).

3 - Recognizing the positive thinking of male and female secondary school teachers (research sample).

4 - Identifying the statistically significant differences in positive thinking among male and female secondary school teachers

According to a variable: a - gender (males - females) b - specialization (scientific - literary).

5 - To identify the relationship between educational communication and positive thinking among male and female secondary school teachers.

search limits

The current research is limited to male and female secondary school teachers in government day schools affiliated to the General Directorate of Education in Basra Governorate for the academic year (1918-1919).

define terms

First: educational communication

Known :

- “It is a process of joint interaction with verbal and non-verbal symbols between the teacher and the learner, where the first provides educational experiences (cognitive, skill, and emotional) from appropriate channels in order to achieve satisfactory educational outcomes” (Zayer, 2020, 54).
- “It is a process in which the teacher simplifies the skills and experiences of his students, using all available means that help him to do so, and make the learners participate in the teacher’s classroom” (Shehata, 2003, 18).
- Procedural definition: It is the total score obtained by the teacher / school as a result of his procedural answer to the paragraphs of the educational communication scale prepared by the researcher.

Second, positive thinking

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He was known by:

- Scott W. 2003: "It is our innate ability to reach better results through positive thoughts, and it is a positive mood that the individual conveys about himself to others around him through his behavior towards people and events, his good view of things and their interpretation in a way that predominates on the good side and neglecting the bad side" (Wadi, 2021, 537).

Stallard, Pull2002, "It is a pattern of logical thinking in which the individual avoids destructive thinking errors, which he holds in some beliefs that direct his thoughts and feelings in a negative direction. It includes the automatic control of some thoughts to direct the feelings of the individual, and the weakness of the ability to get rid of them." (Stallard, Paull2002, p.69).

- Procedural definition: It is the total score obtained by the teacher/school as a result of his procedural answer to the items of the positive thinking scale that the researcher has adopted and applied in the current research.

Chapter II

Theoretical background and previous studies

This chapter deals with two axes: the first: a theoretical background, and the second: previous studies related to the subject of the study:

The first axis: theoretical background

The theoretical background dealt with two parts: Educational communication, where the following topics will be reviewed:

Meaning of contact:

The concept of the term communication and what it means, that it includes hundreds or thousands of terms that accumulate in the scientific and cultural literature, with the progress made by humanity every day in the fields of technology, and with the steady development of science, and the necessities of language response - any language - to the requirements of this rapid development in various The fields, however, as a modern term, is one of the most controversial terms, due to the comprehensiveness of this term, its modernity, the multiplicity of angles of view and levels of understanding it can be viewed from political, media, economic, educational, psychological and social angles.

Definition of contact:

Charles sees the meaning of communication as "the mechanism in which human relations exist and grow, through the use of symbols and the means of their transmission and preservation."

Richards, for his part, focuses on how communicative activity occurs, saying: "Communication occurs when one mind influences another, which leads to the occurrence of an experience similar to that which occurred in the mind of the sender, and resulted in part from it."

Karl Hofland defines communication as "the process by which the communicator presents stimuli that modify the behavior of other individuals."

Charles Morris defines communication as “the circumstance in which there is a number of individuals involved in a particular matter.”

George Lindbergh says that "interaction by symbols and signals that act as a stimulus leads to arousing a certain behavior in the recipient."

As for Florid Brooks, he defines the goal of communication as "the process of transferring an idea, skill, or wisdom from one person to another."

While Martin Anderson went to define communication as "the process by which we understand others and make us understand, and it is the way through which knowledge is transmitted from one party to another until it becomes common and leads to understanding between them."

Steward describes communication as "a mental-physical process whose function is to clarify intended meaning."

Frank Dance defines communication as “the process through which the sender and receiver interact within the framework of a specific social situation, and in this interaction ideas and information are transferred between individuals about a specific subject, issue, or abstract meaning.”

(Abboud, 2009, 27-30). Psychologists see that communication is: the process of exchanging ideas, opinions, and information through speaking, writing, or signs (Radwan, 2012, 15).

Definition of "comprehensive" communication

Communication is a process by which a person, in a given circumstance, transmits a message that carries information, opinions, directions or feelings to others for a purpose through symbols, regardless of the interference that may be encountered (Zayer, 2020, 25).

Attia Khamis (2003) defines educational communication as “the process through which an educational message is transmitted from the teacher or other learning sources to the learners using symbols with a common meaning between them, and through appropriate means and channels, in a dynamic and interactive way to achieve the specific educational goals.”.

Principles of educational communication (school):

1. That all communications that take place between people and individuals within the institution or organization, be in a language that is fully understood by the sender and receiver.
2. The full attention of the sender when he sends the message (the teacher stands in front of the students and teaches the lesson) and from the receiver when he receives or receives the message sent to him (the lesson).
3. The communication that occurs within the institution must achieve the objectives of the educational administration or the school unit.
4. The use of informal organization as a means of communication (Nasrallah, 2001, 257).

Elements of the educational communication process and its components:

1 - The sender: is the first and basic element in the communication process, and it is the source of information and the starting point in the educational communication process. The sender may be

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a teacher, a lecturer, an educational program, or any person responsible for a specific information or message and wishes to communicate it. His task is to design this message in Form symbols that are understandable to others (Abdul Hamid, 2010 54-57).

2 - The message: is the material output or content from the sender to the receiver, and it may be verbal, written, or moral. It is preferable to be simple, clear and concise.

3- The receiver: the party that receives the message, interprets it and gives a reaction based on it.

4- Communication channel: It is the link between the sender and the receiver, and it must be suitable for the message to be delivered. It may be a book, a phone call, a report or a video.

5- Communication environment: is the medium in which the message is transmitted.

6- Feedback: It is the receiver's reaction that expresses his/her impressions about the content of the message (Swan, 17, 2014).

Objectives of the communication process:

1- Transferring customs, traditions, ways of thinking, feelings and knowledge from the previous generation to a later generation.

2 - A change in the receiver's behavior is a purpose that the sender seeks, which is a response from the receiver.

3 - Events of interaction and understanding between the parties to the communication process.

4 - Enabling the future to adapt to the requirements of life (Atiya, 2008, 70).

Communication features:

- A dynamic process: it is a process of social interaction, in which information and ideas are exchanged between individuals (students - trainees, teachers - teachers).

- A continuous process: as it is one of the facts of the universe that continues to infinity, it has no beginning or end. We are in constant contact with ourselves, our students, our society and the world around us.

Circular process: The communication process does not proceed in one line, but rather proceeds in a circular form, where all individuals participate in a circular arrangement in which the sender and the receiver and in which give and take and influence.

- A process that changes with the change of time: the message changes with the change of time and time and the audience receiving the message, as well as educational programs and curricula.

- It is not possible to cancel the communication: it is not easy to cancel the effect resulting from the communication message. If a person makes a mistake in transmitting some information, he cannot withdraw the message that he sent.

- Communication is a complex process: it is a process of social interaction that occurs at different times, places and levels (Sayed, 2014, 46).

Types of contact:

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First: the type of communication in terms of the language used:

1- Verbal communication:

And includes within this division all kinds of communication in which the word or word is used as a means of communication, or to convey a message from the sender to the receiver. on its original meaning.

2- Non-verbal communication:

And includes within this division all types of communication that depend on non-verbal language, such as:

Sign language: It consists of a set of simple or complex signs that a person uses to communicate with others

- The language of movement and verbs: it includes all the movements by which we convey meanings or feelings, to the receiver of the message.
- The language of things: such as wearing black clothes and its significance, or placing tools from a certain era on top of the stage, to suggest to the viewer the time of the play.

Second: The type of communication in terms of the number of participants in the communication process:

1 - Self-communication: It is the communication that occurs within the individual, or between the individual and himself.

2 - Interpersonal communication: It is direct communication, or confrontational communication, in which our five senses are used.

3- Collective communication: It occurs between a group of individuals such as classmates or work.

4 - General communication: It gives the presence of a response with a large group of individuals, as it is in seminars and lectures.

5 - Mass communication: It is a communication process that takes place through the mass media.

6- Intermediate communication: It occupies an intermediate position between confrontational communication and mass communication, and it includes:

Wired communication (Al-Mufleh, 2015, 31-32).

Terms of contact for education:

1- The communication environment should be appropriate.

2 - The sender should be familiar with the content of the message in all its details.

3- The language of the message should be familiar to the future.

4 - That the message be interesting for the future.

5 - The recipient should have an appropriate degree of psychological and health preparedness to receive the message.

6 - The previous experiences of the future should be appropriate to the content of the thesis.

7 - The recipient needs the message.

8 - The means and communication devices should be familiar to both the sender and the receiver.

9 - The goal of the communication process should be clear and the elements be integrated in good harmony (Kandil, 2017, 8).

Obstacles to educational communication:

- Unwillingness: The student's lack of interest in the topic of the lesson makes it difficult for the teacher to deliver the material to his mind.

- Previous experience: that the information is established in the memory more if it is linked to the information that precedes it, and this is what the teacher should do in order to link it to the previous lessons.

Daydreaming: mental wandering comes as a result and a cause at the same time. It may be caused by the learner's interest in the educational material, its difficulty, or the result of fatigue.

Talking a lot: Gossip and talking a lot during the lesson are among the causes of student boredom and hinder the integration of the communication process for him and others.

- Lack of sensory perception: that the five senses are the ones that bring information and concepts, and that their weakness causes weak sensation and therefore weak ability to learn.

- Discomfort: the learner's feeling of discomfort or his loss of it. The sick learner does not absorb as well as the normal, and the class temperature rises with the loss of air conditioning or the atmosphere is not appropriate.

Personal dislike: the teacher's appearance, grooming and personality may affect the degree of students' comprehension of the subject matter

(Al-Hashemi, 2007, 141).

Part Two: Positive Thinking

What is positive thinking?

Dr. (Norman Bell) is the first to establish modern concepts of positive thinking, and he was the first to predict the power of positive thinking and his ability to reverse negative situations. For him, it was completely linked to the concept of faith, as faith makes everything possible. Faith in God, the possessor of great power, is the main source of positive thinking, and this is what Martin Seligman called for, as the individual carries within him strength and weakness, and with them his life is determined, and Shelly emphasized Taylor) in her book (Positive Perceptions) that what distinguishes man from other beings is his strong tendency to think positively, especially healthy people. The faculties of the mind are means of positive thinking (Abd al-Sahib, 2014, 119). Positive thinking is the use of the ability of the subconscious mind to be positively convinced (Vera Beaver, 2011, 12).

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Positive thinking is a mental tendency to pay attention to ideas, images, and words that lead to growth, success, and expansion. It is a mental attitude that expects good and appropriate results. The positive mind also expects the predominance of successful and good endings for every action or situation (Hegazy, 2012, 84).

The importance of positive thinking:

- It is the motivator to elicit the best, which is the secret of high performance and enhances the work environment with openness, honesty and trust.
- Makes you choose a list of goals for life, to achieve for you the best that achieves your goals.
- Make sure that the positive and constructive change that you make within yourself will have an impact on your personality and in all your activities.
- Being a positive thinker means worrying less and enjoying more and looking at the bright side instead of filling your head with dark thoughts, and choosing to be happy instead of sad.
- That this positivity in our minds and feelings is made from our positive life, energy and the ability to defend oneself
- When we think positively, we are attracted to positive situations, and vice versa, when we think in a negative way, we are attracted to negative situations.
- That a person who thinks positively and relies on himself, and looks optimistically, can really impress what is around him, and release abilities that achieve the goal (Illah, 2016, 130).

Characteristics of positive thinkers:

Individuals who use positive thinking are characterized by a number of characteristics at the mental, psychological and social levels, which make them more adaptable to themselves, their thoughts and feelings, and these characteristics are the following:

- 1 - They search for ideas before events happen.
- 2- They value life and refuse defeat.
- 3 - They are looking for a change from a state of negative thinking to a full performance in a positive way of thinking, and they have a serious desire to
Change .
- 4 - They often focus on their successes and use verbal sentences that support this success in the simplest form, such as mentioning the individual
to himself "I'm getting better now", or "I won't let my mind betray me".
- 5 - They have the tendency and the driving force to achieve themselves and improve their image.
- 6 - They use a self-talk strategy that enables their owners to further monitor and evaluate inner thoughts
and convictions guiding the individual's expectations of success in solving problems

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7 - They have an increase in the individual's ability to self-manage to think in positive directions, to become more controlled in a voluntary way

In thinking processes and directions.

8 - They are preoccupied with internal dialogues that help them direct their feelings and attitudes, and their content is always positive and motivating.

Towards trying and succeeding (Al-Quraishi, 2012, 255).

Types of positive thinking

- Positive thinking to support points of view:

This type of thinking is used by some people to support their personal view of a particular thing and thus convince themselves that they are right even if the result is negative.

- Positive thinking due to being influenced by others:

In this type of thinking, a person is positive because he was affected by another person, whether it was a relative or friend, or even because of a program he had watched on TV.

- Positive thinking because of timing:

A person is aware and aware of his behavior and is careful in dealing with others as well as with himself.

- Positive thinking about suffering:

When a person suffers a disease or loses a loved one, he goes through several psychological stages that may end with acceptance, transformation, positive thinking and focus on the solution.

- 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.

Health benefits of positive thinking:

1. Increasing the life span of the individual.
2. Decreased rates of depression.
3. Lower levels of severity.
4. More resistant to colds.
5. Better mental and physical health
6. Decreased risk of death from cardiovascular disease.
7. Better coping with situations during hardships and times of distress (Youssef, 2020, 28).

The second axis: previous studies related to the subject of the study

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Due to the absence of previous studies on linking the current research variables to educational communication and its relationship to positive thinking,

Also to address the same sample of male and female secondary school teachers, so the researcher will use previous studies on:

1- Previous studies in educational communication. 2 - Previous studies in positive thinking.

First: Previous studies in educational communication:

Study (Messir, 2021)

The aim of the research was to know the communication skills and educational competencies of history teachers in the intermediate stage, and the hypothesis of the research was that there is no statistically significant relationship between history teachers in communication skills and their educational competencies. The researcher used the one-group descriptive approach, and the research sample was the middle school history teachers in the province of Baghdad, who numbered 151 teachers and schools. The form of communication skills and scientific competencies was applied to the research sample. The results of the research showed that there were statistically significant differences (Mesir, 2021, 1097).

Study (Theeb, 2020)

The study aims to reveal the role of the university professor's communication skills in improving the level of achievement of the university student, and to identify the most important communication skills that the professor uses to raise the educational level of the university student and improve his cognitive and scientific abilities, for example, the skill of speaking, the skill of dialogue..., as well as identifying The creative abilities of the university professor in teaching and employing them in the educational process and urging university integration into the labor market and work after graduation and achieving social processes in order to sustainable development in the country, raising the educational level of the student and improving the educational process (Theeb, 2020, 70).

Study (Mohammed, 2020)

The research aims to know the communication skills of geography teachers in the preparatory stage and their relationship to their mental abilities. There are 94 teachers and schools, and the research sample included 60 teachers and schools. The researcher adopted the observation card to measure communication skills, which consisted of 30 paragraphs distributed over two areas (verbal communication skill and non-verbal communication skills) and the mental abilities test, which consists of 80 paragraphs distributed over four Abilities are (linguistic ability, numerical ability, spatial ability, and inferential ability). The researcher used the statistical package to analyze the results. The results of the research were: that teachers of geography in the preparatory stage have an average amount of communication skills and they have an average level of mental abilities, and it also found a correlation between communication skills and mental abilities of teachers of geography (Mohammed, 2020, 551).

Study (Bidi, 2019)

The research aims to know the reality of the geography department's teaching staff employing non-verbal educational communication skills in teaching geography from the students' point of

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view. A questionnaire tool for research and it consisted of 50 items. The researcher used the statistical methods: the arithmetic mean, the standard deviation, and the t-test for two independent samples. The research reached the results: the third axis, the axis of communication with the movement of the body, head and hands ranked first, and the axis of communication with voice and its tone ranked last, which is the fifth. By using the t-test, it was known that there were statistically significant differences at the significance level of 0.05 relative to the sex variable in favor of males (Badi, 2019, 65).

Study (Nada, 2016)

The study aimed to know the degree of availability of body language communication skills among primary government school teachers in the northern West Bank from their point of view, and to examine the effect of each of the variables (gender, academic qualification, scientific experience, prior training) on the responses of basic government school teachers towards the degree of availability of basic government school teachers' skills Communicating with their body language. The research community consisted of primary public school teachers in the northern West Bank. A random sample of 164 male and female teachers was selected from them, and the study used the descriptive approach. The results of the study showed: the availability of body language communication skills among teachers of basic public schools in the northern West Bank to a high degree, and the absence of statistically significant differences in the response of school teachers

The basic governmental framework in the northern West Bank towards the degree of availability of body language communication skills due to gender, educational qualification, and practical experience, and the presence of differences due to the previous training variable (Nada, 2016, 47).

Second: Previous studies in positive thinking

Study (Yousef, 2020)

The study aimed to identify the positive thinking and its relationship to the achievement motivation among the professors of Al-Neelain University according to the two variables

Social status and gender. To achieve the objectives of the research, the researcher used the descriptive correlative approach on a sample of

(80) a professor from Al-Neelain University, and the research tools were the positive thinking scale. To analyze the results, the researcher used the statistical packages program for the social sciences (SPSS): t-test for one sample, Pearson correlation coefficient and t-test for two independent samples. The research reached the results: Positive thinking among professors of Al-Neelain University is high, and achievement motivation among professors at Al-Neelain University is high, there are no statistically significant differences in positive thinking due to the gender variable, there are statistically significant differences in achievement motivation in favor of females according to gender, there are no differences In positive thinking due to the variable of social status, there are no statistically significant differences according to social status in achievement motivation, then there is a direct, statistically significant correlation between positive thinking and achievement motivation (Youssef, 2020, 5).

Study (Suqur, 2016)

The aim of the research is to know the relationship between positive thinking and job satisfaction among teachers (graduates of class teacher) in Lattakia city schools, and to know the effect of the

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number of years of service on the nature of the responses of the research sample. The research sample consisted of 177 male and female teachers, and the results were: The prevailing thinking pattern of teachers (class teacher graduates) in the city of Lattakia is positive. And the level of job satisfaction among teachers (graduates of class teacher) in the city of Lattakia is medium. In terms of importance, the axis of educational guidance came first, and in the last rank came the axis of material and moral incentives. There is a positive, statistically significant, correlation between positive thinking and job satisfaction. And the effect of the variable number of years of service (from five to ten years) on the nature of the sample's responses on the scale of positive thinking and on the scale of job satisfaction, and the effect was in favor of the number of years of service more (Suqur, 2016, 389).

Study (The Secret, 2014)

The study aimed to identify the practice of secondary school teachers of their role in developing the positive thinking curriculum among their students in the light of the Qur'an and the Sunnah and ways to activate it, and to reveal the impact of the study variables (gender, specialization, years of service) on the role of the teacher, and then suggest ways to activate the role of the teacher in developing the curriculum. Positive thinking for his students. The researcher used the descriptive analytical method to obtain information, and the study sample amounted to 600 male and female teachers, Gaza Governorate 2014, from the original study community. The questionnaire was used as a tool for the study and it consisted of (42) items, the validity and reliability of the questionnaire were verified. 2- There are no statistically significant differences between the estimations of the study sample due to the gender variable 3- There are statistical differences in the estimations of the individual sample of the study due to the variable of specialization in favor of the forensic sciences and humanities 4- There are no statistically significant differences between the average estimations of the study sample due to the variable years of experience (The Secret, 5, 2014

Study (Hilali, 2013)

The research aimed to know: 1 - The degree of positive thinking among teachers. 2 - The significance of the difference in the degree of positive thinking according to the gender variable (males, females). 3 Methods of dealing with psychological stress among teachers 4 - The relationship between positive thinking and methods of dealing with professional stress. The research sample consisted of 400 male and female teachers who were chosen by the stratified random method from twenty primary schools. A positive thinking scale was built. Five areas were identified: positive expectations about the future, positive feelings, positive self-concept, life satisfaction, positive flexibility. The scale of methods of dealing with stress was adopted. After verifying the standard characteristics of the two scales, they were applied to the research sample, the researcher used appropriate statistical methods for analyzing data, and the results showed: 1 - that teachers enjoy a high degree of positive thinking 2 - there are statistically significant differences according to the gender variable and in favor of males in positive thinking 3 - that teachers use primarily (the method of confronting the problem) to face life pressures. Whereas: (religious and spiritual style) ranked second, while the rest of the methods were practiced at a low degree and were not statistically significant. 4- There is a positive correlation with a moral significance between positive thinking and my methods of facing the problem and religious and spiritual attribution (Hilali, 2013, a - b).

Discussing and benefiting from previous studies:

By reviewing summaries of previous studies, we note the following:

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- The researcher also mentioned the lack of previous studies that dealt with the current research tagged (educational communication and its relationship to positive thinking for male and female secondary school teachers), as it dealt with the two variables educational communication and positive thinking and all that the researcher obtained studies dealing with educational communication and others dealing with positive thinking, and the researcher has enabled the Create a comprehensive conception of the subject of the current study.
- The Masir study (2021) aimed to know the communication skills of a sample of history teachers in the middle stage, and the results of the study showed that history teachers in the middle stage enjoyed educational communication skills. Theeb study (2020) aimed to reveal the role of the university professor's educational communication skills in improving the level of achievement of the university student, and the results it reached to the importance of the university professor's employing communication skills in teaching. While Muhammad's study (2020) aimed to know the communication skills of a sample of geography teachers in the preparatory stage, and the study reached the results that geography teachers possess a degree of educational communication skills. As for Bedi's study (2019), it aimed to find out how teachers of the geography department employ non-verbal educational communication skills. The result of the study is that the teachers of the geography department have physical communication skills, such as the movement of the body, head and hands. Nada's study (2016) aimed to learn about body language skills among a sample of school teachers in the northern West Bank in Palestine, and the results showed the availability of body language skills in the study sample to a high degree.
- With regard to previous studies on (positive thinking), Youssef's study (2020) aimed to identify positive thinking among a sample of professors at Al-Neelain University, and the study concluded that the degree of positive thinking among professors at Al-Neelain University is on the rise. The study of Suqur (2016) aimed to identify the positive thinking of a sample of teachers in Lattakia schools, and the results concluded that the thinking pattern of teachers of the first grades in Lattakia schools is positive.
- While the study of the secret (2014) aimed to identify the practice of secondary school teachers of positive thinking and its development among their students, the results came. The teacher develops positive thinking among secondary school students at a high rate that may reach 83%. While Al-Hilali's study (2013) aimed to identify the degree of positive thinking among teachers, and its results showed that teachers enjoy a high degree of positive thinking.
- We note from the foregoing that all previous studies agree with the current study, in the importance of both educational communication and positive thinking in the educational process.

Chapter III

Search procedures

This chapter includes a description of the procedures adopted by the researcher to achieve the objectives of this research, starting with defining the research methodology, how to choose the population, the research sample and its tools, and the selection of appropriate statistical means in data processing. The following is a description of those procedures.

The researcher used the correlative descriptive approach, which aims to reveal the relationship between the variables, as the nature of the current research problem necessitated the use of the correlative descriptive approach, which is to collect data on two or more variables for a sample of

the examinees, and then find the correlation coefficient based on the verified data for the members of this sample (Al-Tal et al., 2007, 247).

research community

The community constitutes the total sum of the elements that the researcher seeks to generalize the results related to the studied problem. The study population: is the research community that the researcher intends to study (Al-Dulaimi, 2014, 74). The current research community consists of male and female secondary school teachers affiliated to the General Directorate of Education in Basra Governorate, for both sexes, in the center of Basra Governorate for the academic year 2017-2018, at a rate of (396) A teacher and a school are distributed among (35) middle and middle schools, and the table (1) shows this.

Table (1)

research community

Name of the school									s
Alakrameen	29	Alnedal for boys	22	algamhorea for boys	15	Basra for girls	8	Al-rasool	1
Al-Batoul, bentAl-Huda	30	alshohadaa	23	zinabeat	16	Basra for boys	9	Al-markazea boys	2
alageal	31	Saba	24	almaale	17	Al Asma'i for boys	10	Al-Ashar for girls	3
alresala	32	Foatem	25	Andalus	18	Abbasia for girls	11	alkefah for boys	4
alkalesa	33	Al-Ashar for girls	26	Almaakal of the boys	19	Orouba for girls	12	alakeda for girls	5
altalaea	34	Al-Abbas	27	Almaaka of girls	20	algamhorea for girls	13	Al Khansa for girls	6
Al-Sabtain	35	Bahjat Al-Fouad	28	Zainab bint Ali	21	Al Shahba girls	14	altahreer for boys	7
teacher (396) = total									

* The researcher obtained these numbers from the Statistics Division in the General Directorate of Education in Basra Governorate

The research sample

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The sample represents a model that includes a part or part of the determinants of the original research community that is representative of it so that it bears its common characteristics (Al-Dulaimi, 2014, 74). And females, from the number of secondary schools, and the sample was drawn in a stratified random manner with a proportional distribution, with (80) teachers and (80) schools, so that the total number is (160) teachers and teachers, and it reached 45% of the total research community, and Table (2) Explains that.

table (2) Number of male and female teachers (research sample)

The number of male and female teachers	
80	male
80	female
160	Total

search tools

In order to achieve the objectives of the current research, this required the availability of two tools that have the characteristics of psychological and educational measures

Of honesty and constancy. The following is a presentation of the procedures for preparing the search tools:

First / Educational Communication Scale

To determine the scale items, the researcher asked an exploratory question about the most prominent educational communication skills of both types

(Verbal and non-verbal) that the teacher uses in teaching, while explaining the study material to deliver it to the minds

students. This is based on a sample of teachers.

In addition to reviewing studies and standards related to educational communication skills, and in light of them, the researcher

By formulating the paragraphs of the scale that consisted of two fields. The first (paragraphs of the field of verbal communication skills), which consisted of

(40) paragraphs. The second (paragraphs of the field of non-verbal communication), which consisted of (32) paragraphs.

Validity of scale items:

The researcher presented the paragraphs of the educational communication scale to a group of experts in the field of curricula and teaching methods

To judge the extent of its validity, the accuracy of its formulation, and the alternatives adopted in correcting it. All experts agreed

The paragraphs of the scale remain as they are without modification or exclusion. Thus, the paragraphs of the scale were kept as they are in their initial form.

Statistical procedures for analyzing the scale items:

To calculate the discriminatory power of the paragraphs of the Educational Communication Scale, the scale was applied to a sample of (40) teachers and teachers from secondary schools affiliated to the Basra Governorate Education Directorate, and the discriminatory power was calculated in two ways:

A / The method of the two extreme groups: In order to analyze the items of the educational communication scale, the researcher arranged the scores

Statistical analysis sample of (40) teachers and schools in descending order from highest to lowest degree and then selected (27%)

of the forms with the highest score and (27%) of the forms with the lowest score

This is for the purpose of obtaining two groups to be characterized by the largest size and maximum possible variance between them, and their distribution is close to

Normal distribution (Al-Kubaisi, 2007, 171) and when t-testing to test the significance of the differences between the upper group and the lower group for each item, the analysis showed that the items (11-12-14-15-16-17-25-26)

Undistinguished compared to the tabular t-value at the significance level (0.05), and thus those eight paragraphs are excluded from the

The scale becomes composed of (64) distinct items at a significance level of (0.05) and Table (3) illustrates this:

Distinguishing the items of the educational communication scale using the two extreme groups method

Significance level at 0.05	Value t		The group standard deviation		The arithmetic mean of the group		Paragraph by the field
	tabular	calculated	the least	upper	the least	upper	
0,05	1,96	3.296	1.16775	1.02691	1.8182	3.3636	1
0,05	1,96	4.123	1.04447	0.67420	3.0909	4.6364	2
0,05	1,96	4.200	0.92442	1.19087	2.3636	4.2727	3

0,05	1,96	9.015	0.68755	0.82020	1.5455	4.4545	4
0,05	1,96	8.375	0.80904	0.82020	1.6364	4.5454	5
0,05	1,96	5.535	1.04447	0.87386	1.9091	4.1818	6
0,05	1,96	6.094	0.89443	0.92442	2.0000	4.3636	7
0,05	1,96	6.925	0.87386	0.78625	1.8182	4.2727	8
0,05	1,96	5.306	1.00000	1.00905	2.0000	4.2727	9
0,05	1,96	6.094	0.89443	0.92442	2.0000	4.3636	10
0,05	1,96	0.791	0.98165	1.16775	4.1818	3.8182	11
0,05	1,96	1.215	0.50452	1.40130	3.6364	4.1818	12
0,05	1,96	2.043	0.60302	1.40130	3.1818	4.0000	13
0,05	1,96	1.683	0.60302	1.30035	3.1818	3.9091	14
0,05	1,96	0.297	1.70027	1.10371	3.0909	3.2727	15
0,05	1,96	1.486	1.03573	1.25045	3.4545	4.1818	16
0,05	1,96	1.925	0.98165	1.22103	3.1818	4.0909	17
0,05	1,96	3.132	1.56670	0.94388	2.3636	4.0909	18
0,05	1,96	2.794	1.42063	0.98165	2.7273	4.1818	19
0,05	1,96	3.213	1.20605	1.04447	2.3636	3.9091	20
0,05	1,96	2.058	1.30035	1.18322	2.9091	4.0000	21
0,05	1,96	4.712	0.83121	1.16775	1.9091	3.9091	22
0,05	1,96	2.623	1.42063	1.16775	2.7273	4.1818	23
0,05	1,96	2.855	1.10371	1.13618	2.7273	4.0909	24
0,05	1,96	1.118	1.51357	1.12815	2.9091	3.5455	25
0,05	1,96	1.826	1.36182	0.93420	2.6364	3.5455	26

0,05	1,96	2.739	1.03573	0.82020	3.4545	4.5455	27
0,05	1,96	2.344	0.98165	1.19087	3.1818	4.2727	28
0,05	1,96	3.042	1.56670	1.04447	2.3636	4.0909	29
0,05	1,96	3.528	1.21356	1.07872	2.4545	4.1818	30
0,05	1,96	2.720	1.43337	1.04447	2.6364	4.0909	31
0,05	1,96	3.442	1.12006	0.98165	2.6364	4.1818	32
0,05	1,96	3.157	1.42063	0.78625	2.7273	4.2727	33
0,05	1,96	3.369	1.42063	0.93420	2.7273	4.4545	34
0,05	1,96	2.714	1.26491	0.90453	3.0000	4.2727	35
0,05	1,96	2.291	1.43970	0.92442	2.4545	3.6364	36
0,05	1,96	3.436	1.02691	0.67420	3.3636	4.6364	37
0,05	1,96	3.592	1.00905	1.00905	2.7273	4.2727	38
0,05	1,96	4.016	1.47093	0.90453	2.1818	4.2727	39
0,05	1,96	4.003	1.43970	0.82020	2.4545	4.4545	40
0,05	1,96	3.168	1.43337	0.75076	2.6364	4.1818	41
0,05	1,96	3.962	1.12815	0.90453	2.5455	4.2727	42
0,05	1,96	3.983	1.43970	0.67420	2.4545	4.3636	43
0,05	1,96	4.085	1.27208	1.00905	2.2727	4.2727	44
0,05	1,96	3.002	1.25045	1.00905	2.8182	4.2727	45
0,05	1,96	3.126	1.42063	0.60302	2.7273	4.1818	46
0,05	1,96	2.892	1.42063	0.87386	2.7273	4.1818	47
0,05	1,96	5.679	0.89443	0.83121	2.0000	4.0909	48
0,05	1,96	3.396	1.16775	0.80904	2.1818	3.6364	49

0,05	1,96	2.936	0.94388	0.94388	2.9091	4.0909	50
0,05	1,96	5.123	0.68755	1.02691	2.4545	4.3636	51
0,05	1,96	10.333	0.50452	0.75076	1.3636	4.1818	52
0,05	1,96	7.488	0.78625	0.75076	1.7273	4.1818	53
0,05	1,96	8.480	0.67420	0.63246	1.6364	4.0000	54
0,05	1,96	5.367	0.87386	0.87386	2.1818	4.1818	55
0,05	1,96	2.521	1.16775	1.02691	2.1818	3.3636	56
0,05	1,96	7.807	0.89443	0.67420	2.0000	4.6364	57
0,05	1,96	5.061	0.89443	1.19087	2.0000	4.2727	58
0,05	1,96	7.961	0.78625	0.82020	1.7273	4.4545	59
0,05	1,96	5.514	0.78625	0.98165	1.7273	3.8182	60
0,05	1,96	6.637	0.92442	0.87386	1.6364	4.1818	61
0,05	1,96	8.113	0.68755	0.92442	1.5455	4.3636	62
0,05	1,96	8.660	0.68755	0.78625	1.5455	4.2727	63
0,05	1,96	3.873	1.28629	1.00905	2.3636	4.2727	64
0,05	1,96	6.548	0.83121	0.92442	1.9091	4.3636	65
0,05	1,96	5.562	0.68755	1.16775	1.5455	3.8182	66
0,05	1,96	6.276	0.50452	1.40130	1.3636	4.1818	67
0,05	1,96	6.528	0.52223	1.18322	1.4545	4.0000	68
0,05	1,96	4.183	0.77460	1.30035	2.0000	3.9091	69
0,05	1,96	2.756	1.04447	1.12006	2.0909	3.3636	70
0,05	1,96	4.256	0.87386	1.37510	1.8182	3.9091	71
0,05	1,96	5.756	0.67420	1.18322	1.6364	4.0000	72

b/ The relationship of the paragraph's score with the total score of the scale:

The paragraphs were processed after making the distinction and deleting the invalid paragraphs, and Table (4) shows that:

Correlation coefficients between the paragraph score and the total score of the scale

correlation coefficient	Paragraph	correlation coefficient	Paragraph	correlation coefficient	Paragraph	correlation coefficient	Paragraph	correlation coefficient	Paragraph	correlation coefficient	Paragraph
0.50	56	0.51	65	0.66	34	0.50	23	0.63	12	0.62	1
0.51	57	0.52	46	0.51	35	0.51	24	0.53	13	0.54	2
0.58	58	0.59	47	0.54	36	0.58	25	0.63	14	0.65	3
0.61	59	0.62	48	0.57	37	0.61	26	0.59	15	0.67	4
0.63	60	0.61	49	0.45	38	0.60	27	0.53	16	0.51	5
0.60	61	0.58	50	0.56	39	0.47	28	0.58	17	0.60	6
0.57	62	0.55	51	0.66	40	0.57	29	0.55	18	0.78	7
0.58	63	0.59	52	0.53	41	0.48	30	0.51	19	0.58	8
0.63	64	0.64	53	0.37	42	0.63	31	0.63	20	0.68	9
		0.72	54	0.51	43	0.71	32	0.64	21	0.50	10
		0.71	55	0.56	44	0.52	33	0.61	22	0.71	11

جدول (5)

معامل ارتباط كل مجال من مجالات المقياس بالدرجة الكلية لمقياس الاتصال التعليمي

Statistical significance	Pearson correlation coefficient	the field
0,01	0,762	first field
0,01	0,728	second field

Table (6) The correlation coefficient of each item with the domain to which it belongs in the scale

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The correlation coefficient of each item with the domain to which it belongs in the educational communication scale.

Statistical significance	Pearson's link	s Paragraph	the field
0,01	0,571	42	
0,01	0,608	43	
0,01	0,523	44	
0,01	0,518	45	
0,01	0,610	46	
0,01	0,547	47	
0,01	0,521	48	
0,01	0,617	49	
0,05	0,586	50	
0,05	0,583	51	
0,01	0,684	52	
0,01	0,518	53	
0,01	0,539	54	
0,01	0,494	55	
0,01	0,419	56	
0,01	0,571	57	
0,01	0,518	58	
0,01	0,613	59	
0,01	0,588	60	
0,01	0,680	61	
0,01	0,547	62	
0,01	0,521	63	

0,05	0,499	64	
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The exploratory application of the scale:

The scale was applied to a random sample of (40) teachers and schools, with (20) teachers and (20) schools, in order to ensure the clarity of the scale's paragraphs, instructions and alternatives by the research sample as well as knowing the time spent

In answer to the scale. It became clear to the researcher that the paragraphs of the scale, its instructions and the time of answering its paragraphs are clear to the sample.

Scale validity:

Ebel 1972 believes that the honesty index is the most important psychometric characteristic that should be available in educational and psychological standards because:

Virtual validity :

This type of honesty is represented by the researcher presenting the paragraphs of his scale, its alternatives, and its instructions to a group of arbitrators who are characterized by the experience that enables them to judge the validity of the paragraphs of the scale in measuring the characteristic and the variable to be measured (Al-Kubaisi, 2010, 35). This type of honesty was achieved in the communication scale The educational program presented its paragraphs to a group of experts specialized in the field of curricula and teaching methods and took their directions and opinions regarding the validity of the paragraphs of the scale and their suitability to the study community.

Indicators of construction validity:

The construct validity of the scale is defined as "the degree to which the test measures a characteristic or characteristic that it was originally designed to measure."

(Al-Dulaimi, 2005, 125) This was achieved for the scale by calculating the inter-correlation coefficients for the test items.

Or by finding the relationship of the degree of each paragraph of the scale to the total sum.

persistence:

The stability of the test or scale means "that the test gives the same results if it is repeated to the same individuals under the same conditions" (Al-Dulaimi, 2005, 128), as the scale was applied twice in succession with an interval of (14) days on a sample of (60) teachers And one of the schools affiliated to the Basra Education Directorate. They were chosen randomly, and the correlation coefficient between the two degrees of application was (0.01).

Second: Positive thinking scale

After reviewing previous studies and reviewing psychological literature that dealt with positive thinking, the researcher adopted a scale

To study positive thinking (the Arab Scale for Positive Thinking - 2010), which consists of (110 paragraphs), it has been extracted

He has sincerity and stability as follows:

honesty:

The validity of the test or scale" is that the test measures what it was designed to measure (Melhem, 2000, 270).

Virtual validity :

And apparent honesty means the general appearance of the test in terms of vocabulary, how it is formulated, and how clear it is.

(Al-Azzawi, 2008, 94) This type of honesty can be achieved through a group of specialists reviewing the paragraphs of the scale and evaluating them to determine their validity, in this research. This type of honesty was achieved in the positive thinking scale, when the researcher presented the scale's paragraphs, instructions, alternatives, and method of correcting it to a number of experts in psychology. Paragraphs of the scale to (37) have the validity and ability to measure the phenomenon according to the approved theoretical framework and the definition derived from it.

persistence:

The meaning of the stability of the scale is "to give the same results if it is repeated to the same individuals in the same circumstances." It means stability, meaning that if the measurement processes of one individual were repeated, his degree would have shown some stability (Imam et al., no, 40-41). The stability of the scale was extracted by The test was re-tested on a randomly selected sample of (60) teachers from secondary schools affiliated with the Directorate of Education in Basra Governorate, and the interval between conducting the first application and the second application was two weeks, and the reliability coefficient reached (0,80).

Statistical means: The researcher used the Statistical Package for Social Sciences (SPSS) program to process the data of the current research and obtain the results.

the fourth chapter

Presentation and interpretation of results

This chapter includes a presentation of the results of the study reached by the researcher, and they were discussed and interpreted in the light of the theoretical framework and previous studies, and the results were as follows:

The first objective: to identify the level of educational communication among the research sample:

Domain one: verbal communication skill

The researcher used the T-test for one sample to extract the level of verbal communication among male and female secondary school teachers in the communication skills scale, where the arithmetic mean of the sample was (112.25) with a standard deviation of (22.348), which is greater than the hypothetical mean of (96), and when calculating the significance of the difference Between the two

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averages, the t-value reached (9.197), which is greater than the tabular value, which amounted to (3.340) at a significance level of (0.05) and with a degree of freedom of (159) as in the following table:

Table No. (7) The significance of the difference between the arithmetic mean, the hypothetical mean, the T-value, and the tabular mean

Fre e	sig n	Value t		hypothetic al mean	standar d deviatio n	SMA	sampl e	test
		calculat ed	tabul ar					
159	0.0 5	3.340	9.197	96	22.34 8	112.2 5	160	verbal communicati on

The results showed that the study sample has a high level of verbal communication

The second area: non-verbal communication:

The researcher used the T-test for one sample to extract the level of non-verbal communication among secondary school teachers in the communication skills scale, where the arithmetic mean of the sample reached (108.54) with a standard deviation of (22.332), which is greater than the hypothetical average of (96), and when calculating the significance of The difference between the two averages reached the t-value (7.105), which is greater than the tabular value, which amounted to (3.340) at a significance level of (0.05) and with a degree of freedom of (159) as in the following table:

Table No. (8) The significance of the difference between the arithmetic mean, the hypothetical mean, the T-value and the tabular value of the second domain (non-verbal communication)

fre e	sig n	Value t		hypothetic al mean	standar d deviatio n	SMA	sampl e	test
		calculat ed	tabul ar					
15 9	0.0 5	3.340	7.105	96	22.33 2	108.5 4	160	verbal not communicati on

With these results, the level of non-verbal communication in the study sample was greater than the community to which they belong, which indicates that the non-verbal communication is high in the study sample.

The second objective: to identify the differences in the communication skills of the study sample according to the variables of gender and specialization

In order to identify the significant differences in the scale of communication skills of the study sample according to the variables of sex and specialization, the researcher used the binary analysis of variance to reach the results, which were as follows:

Analysis of variance for the field of verbal communication: the results were according to tables (9) and (10).

Table No. (9) Arithmetic averages and standard deviations of the study sample on the verbal communication scale

sample	standard deviation	hypothetical mean	Specialization	sex	the field
42	20.661	108.36	scientific	males	verbal communication
40	21.590	112.13	literary		
82	21.073	110.20	males	total	
40	23.995	112.13	scientific	females	
38	23.161	116.82	literary		
78	23.557	114.41	females	total	
82	22.291	110.20	scientific	total	
78	22.348	114.41	literary		

Table No. (10) Analysis of variance for the verbal communication scale on the study sample

F calculated	mean squares	free	sum of squares	Contrast source
1.430	714.592	1	714.592	sex
1.430	714.592	1	714.592	Specialization
.017	8.507	1	8.507	gender* specialty
	499.885	156	77982.103	The error
		160	2095422.000	total

The value of the tabular Phi coefficient was (3.8), with a significance level of (0.05) and a degree of freedom (1-159).

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The results showed that there were no statistically significant differences on the gender variable, because the value of the phi coefficient was less than the tabular value at the significance level of 0.05, while the value of the phi coefficient on the specialization variable was no statistically significant differences between the scientific and literary specialization on the communication scale. Verbal, and it becomes clear when comparing the results between the two variables of the study (sex and specialization), the value of the phi coefficient was less than the tabular value, so there are no statistically significant differences between them.

Analysis of variance for non-verbal communication: the results were according to tables (11) and (12).

Table No. (11) Arithmetic averages and standard deviations of the study sample on the correlation between information scale

sample	standard deviation	hypothetical mean	Specialization	sex	the field
42	21.348	107.17	scientific	males	nonverbal communication
40	21.707	113.57	literary		
82	21.632	110.29	males	total	
40	22.301	109.18	scientific	females	
38	23.815	104.11	literary		
78	23.042	106.71	females	total	
82	21.706	108.15	scientific	total	
78	23.106	108.96	literary		

Table No. (12) Analysis of variance for the nonverbal communication scale on the study sample

F calculated	mean squares	free	sum of squares	Contrast source
1.120	556.029	1	556.029	sex
.036	17.896	1	17.896	Specialization
2.651	1315.812	1	1315.812	gender* specialty
	496.429	156	77442.962	The error
		160	1964379.000	total

It is clear from the results that there are no statistically significant differences on the gender variable, as the value of the phi coefficient on the gender variable was less than the tabular value, and the value of the phi coefficient was less than the tabular also on the specialization variable, and thus there are no statistically significant differences between the major Scientific and humanitarian specialization, but when comparing the differences on the two variables of the study, there were no statistically significant differences, as the value of the phi coefficient between the two averages was (2.651), which is less than the tabular one.

The third objective: to identify the level of positive thinking among the research sample:

The study sample amounted to (160) and its arithmetic mean on the positive thinking scale was (60.15) with a standard deviation of (5.167) which is higher than the hypothetical average of (55.5). It is greater than the tabular t-value (3.340) at the significance level (0.05) and with a degree of freedom (159) as in the following table:

Table No. (13) The significance of the difference between the arithmetic mean, the hypothetical mean, the T-value, and the tabular mean

fre e	sig n	Value t		hypothetic al mean	standar d deviatio n	SMA	sampl e	test
		calculat ed	tabula r					
15 9	0.0 5	3.340	11.384	55.5	5.167	60.1 5	160	verbal not communicati on

This means that the study sample has a relatively high level of positive thinking, based on the value of the arithmetic mean and the t-value and its comparison with the hypothetical average, and the tabular t-value.

Fourth Objective: To identify the differences in the positive thinking style of the study sample according to the variables of gender and specialization:

To identify the statistical differences in the positive thinking style of the research sample according to the variables of gender and specialization, the researcher extracted the results by analyzing the factorial variance, and the results were as in the following table:

Table No. (14) Arithmetic averages and standard deviations of the positive thinking style scale according to the variables of gender and specialization.

sample	standard deviation	hypothetical mean	Specialization	sex
42	4.322	62.38	scientific	males
40	5.937	60.68	literary	
82	5.212	61.55	males	

40	5.129	58.45	scientific	females
38	4.302	58.92	literary	
78	4.719	58.68	females	total
82	5.102	60.46	scientific	
78	5.247	59.82	literary	

Table No. (15) The results of the two-way analysis of variance of the positive thinking scale according to the study variables, gender and specialization

Indication level	Value f	mean squares	Degree of free	sum of squares	Contrast source
0.05	13.074	322.776	1	322.776	sex
	.617	15.231	1	15.231	Specialization
	1.917	47.334	1	47.334	gender * specialty
		24.688	156	3851.343	The error
			160	583128.000	total

From the above table, it is clear that there are significant differences for the gender variable, because the calculated value of phi coefficient is greater than the tabular value of phi of (3.89). Thus, the male sample was characterized by a high level of positive thinking on the female research sample, because the arithmetic mean for females is less than the arithmetic average for males, as it is clear that there are no significant differences for the variable of specialization, the value of the phi coefficient was less than the tabular value of the phi coefficient of (3.89), and the results showed that there were no significant differences when comparing between the average gender and specialization, where the value of the phi coefficient was (1.917), which is less than the tabular value.

Fifth Objective: To identify the correlation between communication skills and positive thinking among the research sample:

To identify the strength and direction of the relationship between positive thinking and communication skills, the researcher used the dotted binary correlation coefficient (Bacterial) because the scale of positive thinking is twofold, while the scale of communication skills is a five-point Likert scale, and the value of the correlation coefficient between positive thinking style and communication skills for both areas is as follows:

The field method of verbal communication and positive thinking: The Z value was (6.46), which is greater than the tabular value of (1.96), that is, the higher the level of verbal communication, the higher the positive thinking method.

The method of the field of non-verbal communication and positive thinking: the total value was (1.34), which is less than the tabular value of (1.96), which is an inverse relationship between the two variables.

Thus, the verbal communication skills scale has a direct relationship with the positive thinking scale, while the non-verbal communication skills scale has an inverse relationship with the positive thinking style.

This means that verbal communication in the behavior of the secondary school teacher is effectively linked to positive thinking and leads to increased interaction in the classroom and creating a classroom climate with an educational concept, which may differ from non-verbal communication skills and their relationship to positive thinking among male and female secondary school teachers, where the two variables take an inverse relationship between them.

Conclusions

In light of the research results, the following conclusions were reached:

- 1 - The degree of verbal communication skill of male and female secondary school teachers reached a high level.
- 2 - The level of non-verbal communication for educational communication was high among the study sample.
- 3 - There are no statistically significant differences between the two variables (gender and specialization) in the study sample of teachers
and teachers in educational communication skills.
- 4 - The study sample had a relatively high level of positive thinking.
- 5- The male sample was characterized by a higher level of positive thinking than the female research sample.
- 6- The relationship of verbal educational communication skills to a positive relationship with the positive thinking of the teachers of the stage high school .
- 7- Non-verbal educational communication skills have an inverse relationship with the positive thinking of male and female teachers high school .

Recommendations

In light of the findings of the research, some recommendations were made:

- 1 - School administrations provide educational aids and books for use during the teaching process.
- 2 - The necessity of continuous training for secondary school teachers through workshops to improve skills

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Educational communication in order to measure their verbal and nonverbal interaction in the classroom.

3- Educating secondary school teachers that verbal and non-verbal educational communication skills affect the psychologically positive or negative in students.

4 - The use of e-learning by male and female secondary school teachers to meet the emerging needs of students

Keeping abreast of educational innovations.

5- The interest of the Ministry of Education and its affiliated directorates in consolidating positive methods among male and female teachers

Secondary and warning of negative confrontation methods.

6- Opening training courses and holding seminars that include educational guidelines and emphasizing positive thinking in the face of pressures

Work in the teaching profession.

suggestions

Based on what was reached in this study, the researcher sees some suggestions from her point of view:

1 - Conducting a study on the subject of educational communication on all schools in the governorates of Iraq.

2 - Conducting a study on the relationship between educational communication skills and the academic achievement of students in secondary school.

3- Conducting a study to identify the views of the teaching staff at the university on the extent to which they employ the communication process

didactic in teaching.

4 - Conducting a study on teaching competencies and their relationship to positive thinking among male and female secondary school teachers.

5- Conducting a study aimed at identifying the level of teaching methods and their relationship to the positive thinking of male and female teachers

High school .

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