



Positive Thinking and Affirmative behavior and their Correlation with the Psychological Flow of Students of the Faculty of Physical Education and Sports Sciences

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Abstract

The study objectives to:

- To identify positive thinking, affirmative behavior and psychological flow among students of the Faculty of Physical Education and Sports sciences at the University of Babylon.
- To learn about the relationship between positive thinking, affirmative behavior and the psychological flow of students at the Faculty of Physical Education and Sports sciences at the University of Babylon.

Researchers used the survey methodology to identify these variables, and in the relational relationship method to identify the relationship between them, the research community included the first-stage students at the Faculty of Physical Education and Sports Sciences of Babylon University for the 2017-2018 school year, which number (130) students, Thirty students from the research community were selected (25 students per college) (23.07%) The measurements were then applied for the purpose of the relations, and the appropriate statistical methods were used in the processing of the data, as the authors used the statistical pouch (SPSS).

In the light of the results of the present research, and of the interpretations that have been followed, we can draw some conclusions, the most important of which are the following:

- First-stage students at the Faculty of Physical Education and sports sciences have positive thinking, affirmative behavior and good psychological flow.
- There is a strong correlation between both positive thinking and affirmative behavior on the one hand and psychological flow on the other.

In the light of the findings and conclusions of the research, the current research has reached the most important recommendations, as follows:

- To pay attention to the psychological aspects of the students of the Faculty of Physical Education and sports sciences, in particular positive thinking and affirmative behavior, because of their direct relationship with the psychological flow;
- Conducting studies similar to psychological variables to determine their relationship with the basic skills of the various sporting events for students.
- The need to provide specific lectures to students during educational and teaching units by a psychologist and a psychologist.

Keywords: *Positive thinking, Affirmative behavior, Psychological flow and Sports Sciences.*

Introduction

Positive thinking is an important psychological place in psychology, which has taken on a great part of the human influence and which has a significant role in the

change and development of societies in general, and the sporting community, especially because positive thinking makes the individual take decisions correctly and use science and knowledge. The search for everything that develops a person's life from the scientific side, and psychological reassurance is a great concern in this broad area and is one of the basic pillars on which this research is based, as psychological reassurance gives the student a great motivation to be serious and strive to achieve his goals, the most important of which is to obtain high scores in a for study materials and excellence. Psychological reassurance is an inner feeling of the individual in the mind and upholding the basics of faith, safety, happiness, contentment, contentment, and the expectation of goodness and best, with calmness, relief, flexibility, and emotional stability, far from danger, anxiety, and threat, with enough to solve problems with a high confidence, away from unrest. Psychological as well as self-acceptance, appreciation and tolerance, taking a special approach to living a life that guarantees consensus and achievement of goals [1].

Positive thinking is a mental activity used to use the perception, sophistication and focus of mental energy to solve problems and to confront complex or controversial situations in which a particular knowledge is required to be constrained by the surrounding circumstances and relationships between parts of this situation or between it and a previous Past person experiences [2].The current era has been marked by a range of subsequent variables that have led to many problems and psychological struggles that face the individual in communicating with others, so that life is only a social game in which it is imperative that the individual be

highly competent to confront these conflicts and for optimal investment. For the mental faculties of the students at this point in the right direction and to steer their behavior in a proper way, they must know their thoughts and work to satisfy their desires, so the problem of research is to overlook most of the practice of psychological aspects and focus on the practical and theoretical aspects of developing the level. Knowledge of students which invited researchers to study the relationship between positive thinking, affirmative behavior and the psychological flow of students of the Faculty of Physical Education and Sports sciences at the University of Babylon [3].It makes the student feel comfortable, happy and reassured, and as students are of great importance, including students of the Faculty of Physical Education and sports sciences, and thinking is one of their most important goals at this stage, researchers have considered the relationship between positive thinking, affirmative behavior and psychological flow to be studied [4].

Research Methodology

The nature of the problem to be studied determines the nature of the curriculum, and researchers have used the descriptive method of survey methods and relational correlation.

Research Society

The research society determines the first-stage students at the Faculty of Physical Education and Sports Sciences-Babylon University for the 2017-2018 school year (130 students) and then selected a sample number of 30 students in the random manner (23.07%) From a community, (10) Students for exploratory experience (7.69%), and Table (1) shows this.

Table 1: Shows the research society and sample study

Number of members of the Reconnaissance pilot	Percentage	Number of members of the main experiment	Percentage
10	7.69%	30	23.07%

Devices Tools and Methods used in Research

- Stopwatch number (1).
- Laptop (Dell) Number (1).
- Office Tools (paper-pens).
- Arab and foreign sources.
- Tests and measurements.

Procedures of Field Research

Procedures for Selection of Measures of Positive Thinking, Affirmative Behavior and Psychological Flow

Researchers used the positive thinking, the measure consists of 28 paragraphs, which are answered by choice of multiple (A, B), paragraph (a) of the positive paragraph, paragraph (b) of the negative paragraph, and

the affirmative of the researcher (Boshra Osman Ahmed),[5] as the measure consists Of (29) paragraphs according to five alternatives which are (fully applicable to it, often applicable to it, sometimes not applicable to it, often not fully applicable).And the psychological flow measure of the two (Samira Al-Badri and Wijdan Al-Hakak),[6] the measure consists of (50) paragraphs according to four alternatives which are (always, often, rarely, never). In order to apply the standards, researchers have introduced the measures to a group of experts and specialists in the field

of sport psychology, testing and measurement, for the purpose of correcting them and judging them in terms of their suitability for what has been set for him and after the experts and specialists have been informed of the paragraphs the meter and the test made their observations. The researchers then extracted the value (Chi square) calculated for the agreement of Experts and specialists and accepted the nomination of paragraphs with a calculated value (Chi square) greater than their indexed value (3.84), as shown in Tables (2).

Table 2: Shows the number of approvers and the values of (Chi square) calculated and the moral significance of the paragraphs of positive thinking, affirmative behavior and psychological flow

Scale	Number of experts in agreement	Number of experts not in agreement	Value(Chi square) calculated	Significance
Positive thinking (all paragraphs)	6	0	6	Sig.
Affirmative behavior (all paragraphs)	6	0	6	Sig.
Psychological flow (all paragraphs)	6	0	6	Sig.

After agreement of the validity of the paragraphs and of all measurements by the experts, the measurements are ready to be applied in their final form

The Pilot Study of Measures of Positive Thinking, Affirmative Behavior and Psychological Flow

After the standard instructions were developed, the researchers conducted the exploratory experiment on Wednesday, 18/11/2017 in the Hall of the Faculty of Physical Education and Sports Sciences, University of Babylon, to reveal what follows:

- To ascertain the clarity of the instructions and the standard paragraphs of the sample.
- Recognition of the time taken to respond to measurements.
- To identify the conditions of application of the standards and the difficulties associated with them.
- The researcher shall have practical training to determine for himself the disadvantages and positives encountered during the main test procedure.
- Extraction of a stationary coefficient.

The experiment revealed the following:

- The instructions were clear from the members of the sample.
- The paragraphs were clear and unambiguous.
- Measurements were appropriate for the sample.
- The time taken to apply was between 9 and 13 minutes.

- The answer alternatives were appropriate for the level of the sample personnel.
- The coefficient of persistence has been extracted.

And so the scales are ready for application.

Scientific Foundations of Positive Thinking, Affirmative Behavior and Psychological Flow

Scale Validity

The degree of validity is the most important factor for test quality tests and metrics, and a validity measure or test is defined as (a test that accurately measures the phenomenon that is designed to measure it and does not measure anything instead or in addition to it [7].Validity has several meanings that vary according to the use of the test, and validity means that the test measures what is set for it, that is, a true test measures the function that it claims to measure and does not measure anything else instead or in addition to it.

Content Validation

This type of validity aims at knowing the extent to which the test or measure represents the characteristics of the attribute or the object to be measured, whether the test or measure measures or measures a specific aspect of the phenomenon, the extent to which its content matches what it wants to measure, The test tries to measure it.

Researchers have verified the validity of the scale through the content or content validation index, which is often made by means of a rationale for the existence of the attribute, character or capacity concerned to verify whether or not the proposed measurement instrument actually measures it when presenting the criteria to a group of experts and specialists to confirm their validity.

Stability of the Scale

The stability concept is one of the basic concepts of measurement and must be provided in the scale to be valid for use, the stability coefficient of the test was found by testing and retesting to test the measurements on the exploratory sample. The test was conducted on Wednesday 18/11/217, (0.84) for the positive thinking scale (r) (0.83) for the measure of positive behavior (0.88) for the positive thinking scale (r) (0.83) for the flow meter.

The Main Experience of the Measures of Positive Thinking, Affirmative Behavior and Psychological Flow

The researchers applied the measurements to the 30-person sample students representing the research sample for the 2017-2018 school years, dated 9/12/2017.

Results and Discussions

View, Analyze and Discuss the Results

View and Analyze the Results of the First Objective

After applying the measurements to the search sample and after statistically processing the data, the results showed the average sample grades and their standard deviations of the three search variables as well as their hypothesis averages, as shown in Table (3).

Table 3: Shows mean theoretical milieu, standard deviations and the significance of the differences between the mean and the theoretical milieu of the sample members in the search variables

Variables	N	Mean	STD.EV.	The theoretical milieu	(t)calculated	Level of significance	Type of significance
Positive thinking	30	17.5	1.52	14	4.82	0.01	Sig.
Affirmative behavior	30	92.46	5.56	87	5.23	0.01	Sig.
Psychological flow	30	166.44	6.18	150	4.51	0.01	Sig.

Using the t-test of one sample to test the differences between the mean (mean and the theoretical milieu), there were statistically significant differences between the theoretical milieu and the mean of the sample and the mean of the sample for the variable positive thinking and affirmative behavior and psychological flow. At a level of significance less than (0.05) which means that the research sample has a positive thinking and behavior and stress and stress

View and Analyze the Results of the Second Objective

To determine the relationship between positive thinking and affirmative behavior of students, Pearson correlation coefficient was

used between the two variables. The results showed that there was a statistically significant correlation between them. The correlation coefficient value was statistically significant at a mean level of less than (0.05), Table (4) shows the results.

Table 4: Shows the significance of the correlation between positive thinking and affirmative behavior

Variables	N	Correlation coefficient (r)	Significance	Type of significance
Positive thinking	30	0.61	0.000	Sig.
Affirmative behavior				

To learn about the relationship between positive thinking and the psychological flow of students, the Pearson correlation coefficient has also been used between the two variables, where the results show a

statistically significant correlation between them since the calculated correlation factor value is statistically a function at a level less than (0.05), and table (5) shows the results.

Table 5: Shows the correlation between positive thinking and psychological flow

Variables	N	Correlation coefficient (r)	Significance	Type of significance
Positive thinking	30	0.53	0.001	Sig.
Affirmative behavior				

Conclusions

- Students of the first stage in the Faculty of Physical Education and Sports Sciences have positive thinking, affirmative behavior and good psychological flow.

- There is a strong correlation between positive thinking and affirmative behavior on the one hand and psychological flow on the other.

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Appendix 1: Shows the measurements of positive thinking, affirmative behavior and psychological flow that have been presented to the experts

Prof..... Respected

Greetings: The researchers aim to conduct his research entitled "Positive thinking and affirmative behavior and their relationship to the psychological flow of students of the Faculty of Physical Education and Sports Sciences", and given your scientific prestige, you have been selected in the Committee for determining the validity of the paragraphs of the standards.

The terms of this metric have been installed from scientific sources, and for the purpose of finalizing them, researchers believe that scientific sobriety requires them to present these phrases to Your Excellency, in the hope that you will be able to agree to read it and Mark (√) in the appropriate column, if the term You need to modify, request the installation of the proposed amendment, a service for scientific research... God bless.

Name of Expert:

Specialization:

Place of Business:

Researchers:

Positive Thinking Scale

S	Paragraphs	Suitable	Not suitable
1	When a rival union advances the outcome of the annual assessment, I: (a) I am frustrated and unable to remain competitive. (b) I feel that I can adjust the result and win the next assessment.		
2	I always feel that:		

	(a) I cannot cope with difficult circumstances. (b) I can face them and benefit from experience.		
3	When I'm asked to do what I do: (a) I do not think that a good level should be provided. (b) I think of the need to provide the best level.		
4	I believe in: (a) My inability to defeat competitors. (b) I can defeat any competitor.		
5	I feel that: (a) I must make every effort to win the competitors. (b) I just have to do my job.		
6	Characterized by things: (a) many attractive and beautiful (b) No matter how I try to look, I feel deep down that I'm ugly.		
7	I always feel: (a) Guilt and error to the extent that it would impair me to exercise any pleasure. (b) I am tolerant of myself and I do not blame her very much.		
8	I see that I am: (a) Fully vigilant to my rights and duties. (b) I find it difficult to accomplish my duties on time.		
9	My relatives and friends describe me: (a) A responsible and reliable person. (b) Social requirements are not as required		
10	When I'm having a problem, I prefer to: (a) I face her and try to find her a solution. (b) Ignore them and make them forget until they resolve themselves.		
11	Working in the Union requires skills: (a) I have a clear capacity to organize the work of the Union (b) I find it difficult to manage certain positions in the Federation.		
12	Every problem I face is: (a) A new challenge to my managerial capacity (b) Problems are obstacles that have a negative impact on my thinking.		
13	Sometimes he asks me to say an opinion: (a) I say my opinion in all honesty and at all times. (b) Sometimes I don't honestly say my opinion		
14	When I seek the friendship of one: (a) I do not care that they agree with me or disagree with me. (b) I am not close to those who disagree with me in my opinions		
15	I see that: (a) It is appropriate that people differ among themselves (b) Differences of opinion may destroy good relations between the different		
16	I see the consensus or disagreement: (a) Something positive that people do not think in one way. (b) We must impose on others what we see as sound ways of thinking		
17	I can: (a) Stop myself from continuing to rage (b) I can't stop myself if I get mad at anyone.		
18	Some describe me as: (a) I am patient (b) Lose my patience easily		
19	If anyone's voice rises on my van: (a) The same is answered, however focused. (b) It is not my habit to respond emotionally even if anyone wants to provoke me.		
20	When I'm angry and Furious, I: (a) I do not recognize the right of error. (b) I realize what I do with full awareness		
21	Some have the wrong thoughts about me and me. (a) Able to change those ideas. (b) Others hold out many misconceptions that are difficult to rectify.		
22	Test failures represent me: (a) Lessons learned through a better tomorrow. (b) Experience of failure we only get misery and pain.		
23	I imagine my life after ten years: (a) It has become happier and more successful. (b) Freaked out when you thought about what my life would be saying in 10 years.		
24	I see that people (a) The most good. (b) The most notorious.		
25	I see that my days have passed: (a) Most are happy and have what is painful and sad. (b) All bitterness and sadness		
26	I think the path to success is: (a) Seriousness and diligence. (b) The path of success stood on the Fortunate people		
27	To do what I am: (a) I trust my feeling that guides me through my experience (b) To follow firm steps that are not in the hands of my work		

28	I see the application of the texts of laws: (a) rules governing conduct and prevention of error. (b) Rigidity in the application of laws prevents the use of the spirit of law		
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Affirmative behavior scale

S	Paragraphs	Suitable	Not suitable	Need to be modified
1	I find it difficult to take responsibility in some situations			
2	I find that others turn to me when they make their decisions			
3	I feel ashamed of the different life situations.			
4	I usually leave speech to others in social gatherings			
5	I find it hard to say the word "no" when I want to say the word "yes".			
6	I feel embarrassed when I enter a shop without buying anything from it. "			
7	I am open and expressive in expressing my feelings.			
8	I hear my point of view if I think his speech is incorrect.			
9	Sometimes failed "to impose myself on others as much as possible.			
10	I am dominant, strong and firm.			
11	I like talking or talking in a debate or debate.			
12	I feel hesitant about arranging meetings between myself and others			
13	I find it awkward "to return a commodity I bought.			
14	I try to hide my emotions always.			
15	I feel that I am weak in defending myself.			
16	I find it difficult to make my decisions.			
17	I feel and act confidently.			
18	I feel ashamed to talk to members of the opposite sex			
19	When I am not satisfied with the service in a restaurant, I tell the waiter that.			
20	Better not criticize others even if you're sure "of their mistake.			

Psychological Flow Scale

S	Paragraphs	Suitable	Not suitable	Need to be modified
1	I fear that the sustenance that Allah Almighty is destined to go to someone else			
2	I fear that my obedience to Allah Almighty will not save me from hunger and fear			
3	I feel unhappy with what God has been doing to my life.			
4	The safety of the future			
5	I feel stable in my life.			
6	I feel that the benevolent in society is still many.			
7	I ask for relief comes after distress			
8	Desperate and hopeless in Dunya			
9	I feel threatened in my life, and I try to get away from him in any way.			
10	I expect that once I've had my life happy,			
11	I am not going to tell you all my ambitions continue to what I want			
12	You've been in life. The bombs			
13	I usually rejoice when I see others happy.			
14	I expect to be successful in the future and I am in the same stages of studying			
15	I often echo mkolhlaias with life and no life with despair.			
16	I feel like life is beautiful and there are things I deserve to live for.			
17	I guess tomorrow's better than today.			
18	I feel that my needs are as much as I do.			
19	I feel like life is treating me good.			
20	I feel like people around me are making fun of me.			

21	I feel like others are seeing that my actions are unnatural.			
22	I feel comfortable and quiet with myself.			
23	I feel like I'm living a life full of distress.			
24	I'm able to handle my responsibilities.			
25	I feel like the others are better than me.			
26	My resolve does not easily collapse in any problem.			
27	I usually trust myself enough.			
28	I feel like I'm getting enough encouragement, praise and compliments.			
29	I feel like I have a good interest in my social surroundings.			
30	I can express my opinion, I'm a good talker..			
31	I feel the respect of people.			
32	Do your best to succeed			
33	Compete with others without fear.			
34	I feel like I don't have the necessary attention.			
35	I feel like I'm having a full trust in the game.			
36	I rely on myself to manage my affairs.			
37	I admire my character.			
38	I feel my spirits are high.			
39	I expect success in doing what I do.			
40	I'm proud of myself.			
41	I enjoy making plans for the future, and I'm working on it.			
42	I'm trying to set realistic goals for my life.			
43	I have chosen my life as a way to achieve my goals.			
44	I constantly struggle to develop myself.			
45	I feel my goals are a source of satisfaction no disappointment			
46	I hope you are not like anyone else			
47	Respect the customs and traditions of society			
48	To meet the requirements of the asocial			
49	I feel my ability to keep abreast of society and to adapt to its evolution.			
50	Usually look at the world as an inappropriate place for living and life.			