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Article

The Role of Middle School Teachers in Developing Students' Positive Thinking Skills in the Classroom

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Abstract

The present study aims to explore the extent to which middle school teachers practice their role in developing positive thinking skills among their students in the classroom from the teachers' own perspectives. The study also seeks to identify differences in the mean estimates of the sample members regarding the role of middle school teachers in fostering positive thinking skills among their students, according to the following variables: (gender, years of experience). The sample consisted of 80 teachers, including 38 male and 42 female teachers, from several middle schools in Ghardaia Province. The researchers adopted the Hanan Al-Sir Scale (2014), which consists of 42 items. The descriptive exploratory method was employed, in addition to the comparative method at a later stage. Data were analyzed using a set of statistical methods through the Statistical Package for the Social Sciences (SPSS, version 20). The study reached the following results: middle school teachers play a significant role in developing positive thinking skills among their students to a high degree. Additionally, there were no significant differences in the mean estimates of the sample members attributed to the gender variable. However, there were statistically significant differences

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attributed to the years of experience variable, in favor of teachers with greater experience (10 years or more).

Keywords: Thinking skills, Positive thinking, Classroom, Middle school teacher, Middle school student.

Introduction

Education serves as the primary tool through which a nation achieves advancement in raising the standard of individuals. However, such advancement cannot occur without nurturing students' thinking abilities. The goal of effective learning is not merely to understand and recall specific content, but to broaden, deepen, and critically assess experiences—something that requires active, positive thinking rather than passive memorization.

At the heart of this process are teachers, whose mission is to foster and develop students' thinking skills through creative instructional practices that respect and value students' unconventional ideas and questions. Teachers also help students to organize and sequence their thinking, applying these skills both within and beyond educational settings, thus paving the way toward happiness and a productive life.

Problem Statement

Among the most prominent components of human personality is the mind, the tool of thinking. Strengthening the mind to fulfill its designated functions effectively equates to enhancing human personality through the dimension of thought.

Thinking represents a sophisticated process crucial to individual development and societal progress. It has long attracted the attention of researchers and philosophers, as it allows individuals to manage and control various stimuli and situations, while acquiring knowledge and experiences that enhance their understanding and problem-solving abilities across all areas of life.

A person can reach their aspirations by first improving their cognitive levels—adopting a sound intellectual approach towards themselves, society, and life in general—and by training themselves to discard negative thoughts that limit their potential (Virapaver, 2004, p. 20). De Bono (2001, p. 32) emphasized that individuals can choose to think positively, thereby eliminating many undesired emotions that might hinder personal achievement. Positive thinking is a source of strength—by encouraging solution-focused thinking—and a source of freedom, by liberating individuals from the detrimental effects of negative thought patterns (Al-Feki, 2008, p. 84).

Supporting this, a study by Willson and Perper (2004) found a significant positive relationship between the recall of positive thoughts and emotional and moral well-being. Specifically, 92% of participants reported that recalling positive ideas such as satisfaction and optimism led to genuine and comforting emotional responses (Willson & Perper, 2004, p. 195).

Despite national efforts to promote thinking skills among students, the teacher remains the most critical factor in the success of thinking programs. The effectiveness of any program for teaching thinking largely depends on the quality of teaching practices applied within the classroom (Jarwan, 2002).

Teachers who train students in positive thinking skills foster motivation, achievement, and the effective use of students' human resources, leading to happiness and success through positive outcomes and creative choices when facing challenges (Al-Raqeb, 2009, p. 9). Polansky (1974) asserted that individuals capable of positive thinking are better able to adapt to and manage their environment, as their ability to think positively enables them to organize and resolve behavioral problems (Saleh & Shamikh, 2011, p. 23).

Teachers are thus the foundation of the educational system and bear the hopes for its future improvement. Their scientific, social, and psychological influence stems from their profound impact on students (Bandura, 1994, p. 77). Throughout history, outstanding figures across various fields have benefited from the guidance of exceptional teachers, who helped shape their thinking, refine their personalities, and empower their achievements (Al-Mufarrej et al., 2007, p. 12).

A well-prepared and professionally trained teacher is essential for the success of the educational process, as they are instrumental in achieving educational goals and fostering students' cognitive and thinking skills.

Therefore, this study seeks to explore the role of middle school teachers in promoting positive thinking skills among their students within the classroom setting.

Research Questions

This study aims to answer the following research questions:

1. To what extent do middle school teachers practice their role in developing positive thinking skills among their students in the classroom, from their own perspective?
2. Are there statistically significant differences in the mean estimates of the study sample regarding the role of middle school teachers in developing positive thinking skills among their students attributed to the gender variable?
3. Are there statistically significant differences in the mean estimates of the study sample regarding the role of middle school teachers in developing positive thinking skills among their students attributed to the years of experience variable?

Research Hypotheses

The study is based on the following hypotheses:

- Middle school teachers practice their role in developing positive thinking skills among their students in the classroom at a high level.
- There are statistically significant differences in the mean estimates of the study sample regarding the role of middle school teachers in developing positive thinking skills among their students, attributed to the gender variable.
- There are statistically significant differences in the mean estimates of the study sample regarding the role of middle school teachers in developing positive thinking skills among their students, attributed to the years of experience variable.

Significance of the Study

The importance of this study lies in several aspects:

- It provides a structured theoretical framework addressing the human need to develop positive thinking skills in order to cope with the rapid acceleration in the volume and quality of available information in contemporary life. Enhancing these skills is essential for effectively keeping up with technological advancements and the ever-growing wealth of knowledge, as well as for facing daily life pressures and demands resulting from constant changes in the human condition.
- It highlights the importance of individuals possessing positive thinking skills and avoiding negative thinking. Through positive thinking, individuals can realize their self-worth and competence, ultimately achieving educational and professional goals, success, and happiness. As Mohamed Adel Abdel Aziz states:

"You must monitor your thoughts because they will become actions, monitor your actions because they will become habits, monitor your habits because they will become character, and monitor your character because it will become your destiny. Know that everything desirable can manifest itself; your inner world shapes your outer world. When a person thinks positively, they will find their external reality affirming it in a genuine way." (Abdel Aziz, 2011, p. 22)

- The study targets a highly influential group in the educational process: teachers, who are the cornerstone of the educational system. Learning outcomes depend fundamentally on their performance (Izzat & Jalal, 1997, p. 155).
- It draws teachers' attention to the importance of encouraging their students to exert more effort in thinking positively about challenges that test their abilities, as this positively impacts the development of students' character traits.
- The study assists in designing curricula and building counseling programs to train teachers in sound, effective, and productive thinking methods, and in fostering positive thinking skills

among their students, aiming to create a healthy, psychologically sound generation with an optimistic outlook.

- The significance of the study is also reflected in the goals outlined below.

Objectives of the Study

The study seeks to achieve the following objectives:

- To determine the degree to which middle school teachers perceive their role in developing positive thinking skills among their students in the classroom.
- To identify whether there are statistically significant differences in the mean estimates of the study sample regarding the role of middle school teachers in developing positive thinking skills among their students, attributed to the gender variable.
- To identify whether there are statistically significant differences in the mean estimates of the study sample regarding the role of middle school teachers in developing positive thinking skills among their students, attributed to the years of experience variable.

Operational Definitions of Study Terms

Thinking

Ahmed Abdel Khaleq (1993) defines thinking as: *"A higher mental process referring to how people organize and utilize their past experiences alongside current perceptions to deal with present situations."* (Abdel Khaleq, 1993, p. 147)

Thinking Skill

Willson (2003) defines thinking skill as: *"The mental processes we engage in to collect, store, analyze, plan, evaluate, draw conclusions, and make decisions."* (Saadeh, 2003, p. 45)

Positive Thinking

Seligman (2003) defines positive thinking as: *"The use or focus of an individual's positive mental outcomes on constructive and beneficial aspects to eliminate shocking or negative thoughts, replacing them with positive thoughts and feelings."*

- *Al-Arifi (1978)* defines it as:

"The conscious utilization of the human mind's full capacities and potentials without the hindrance of negative thoughts, feelings, or behaviors."

- *Ibrahim (2005)* defines it as:

"The individual's voluntary ability to evaluate, control, and direct their thoughts and beliefs towards achieving anticipated successful outcomes, supporting problem-solving through the formation of organized, optimistic mental frameworks aimed at reaching solutions." (Sayed Ibrahim, 2005, p. 9)

- Operational Definition of Positive Thinking:

Positive thinking is defined as an integrated method of thought comprising a set of directions and instructions provided by middle school teachers to their students to achieve the study's dimensions: (positive thinking skills, positive attitudes in thinking, and the use of effective methods to enhance positive thinking skills). It is measured by the total score obtained by the teacher on the scale used in this study.

Middle School Students

Students aged 11 to 16 years who are enrolled at Horweeni Ahmed Middle School, located in Thania El-Makhzan, Ghardaia.

Classroom

The physical space where the teacher delivers instruction and where students receive academic education.

Middle School Teacher

An individual who possesses educational and instructional qualifications certified by the Ministry of Education and is responsible for teaching students aged 11 to 16 years in second-cycle compulsory education (middle school).

6. Previous Studies:

– Qais Ward and Others' Study (2017):

The study aimed to identify the level of positive thinking among teachers and to examine the significance of differences in positive thinking levels according to the gender variable. The scale was applied to a sample of (100) male and female teachers from Al-Diwaniyah Province. Among its key findings: teachers in Al-Diwaniyah demonstrated positive thinking, and no significant differences in positive thinking were found between males and females.

- Shahrazad Ibrahim's Study (2015):

This study aimed to explore the concept, nature, and skills of thinking, understand the stages of its development from birth until the age of thirteen, and investigate the teacher's role in teaching children thinking skills. It also presented the elements necessary for the success of the thinking skills teaching process. The descriptive-analytical method was used, and the questionnaire was applied to a sample of (122) male and female teachers from the Damascus area. Key findings included a positive role for teachers in developing thinking skills among students in the first cycle of basic education, a statistically significant relationship between a teacher's ability to teach thinking skills and their academic qualification, and no statistically significant relationship between the ability to teach thinking skills and years of service.

- Hanan Al-Sir's Study (2014):

The study aimed to explore the extent to which secondary school teachers practice their role in developing the curriculum of positive thinking among their students in light of the teachings of the Qur'an and Sunnah, and ways to enhance it. It also examined the effect of the study variables (gender, specialization, years of experience) on the teacher's role and proposed methods to activate the teacher's role in developing positive thinking curricula among students. The researcher used the descriptive-analytical method and applied a questionnaire to a sample of (600) male and female teachers in the governorates of West, East, and North Gaza. Among its most prominent results: teachers develop the positive thinking curriculum among their students at a high rate (83.21%). No significant differences were found in the average estimates of the sample regarding their role based on gender, except in the domain of positive thinking skills, where differences favored females. Additionally, no differences were found based on years of experience (less than 5 years, 5 to less than 10 years, and 10 years or more).

- Abu Daf and Mansour's Study (2010):

The study aimed to identify the extent to which university professors practice their role in enhancing the sound thinking curriculum among their students in light of Islamic standards, and to examine the significance of differences in the sample's evaluation of this practice. The researchers used the descriptive-analytical method, and the questionnaire was administered to a sample of (235) fourth-year male and female students. Key findings included a high level of practice by university professors in developing the sound thinking curriculum among students, with a rate of (75.11%), and statistically significant differences favoring female students.

- Al-Raqeb's Study (2006):

The study aimed to identify the degree to which deans of public universities in Jordan understand the concept of positive thinking and the impact of this understanding on decision-making processes. The scale was applied to a sample of (93) male and female deans. Key findings indicated a high level of understanding and practice of positive thinking among the sample. A statistically significant difference based on gender was found in favor of females, but no significant differences were observed based on academic rank or experience. The results also indicated that there was no significant relationship between understanding and practicing positive thinking and the decision-making process among the deans.

7- Field Procedures of the Study:

7.1- Methodology Used:

The current study falls within the category of studies that adopt the descriptive exploratory method, in addition to the comparative method as a subsequent and complementary phase to the

exploratory one. The descriptive method is defined as "a method that studies a phenomenon or issue currently existing, from which information can be obtained to answer the research questions without the researcher's intervention" (Al-Agha and Al-Ustadh, 2000, p. 83). The comparative method was also employed to study differences from the perspective of the professors (the study sample) regarding the role of the professor in developing students' positive thinking skills, according to the study variables (gender and years of experience). The comparative method is understood as "the method that compares similarities and differences between phenomena to reveal which factors or conditions seem to accompany certain events, circumstances, processes, or practices" (Dwidar, 1995, p. 170).

7.2- Sample and Its Characteristics:

The study sample consisted of middle school teachers from several schools in the Wilaya of Ghardaia, totaling 80 teachers (38 males and 42 females). They were selected using simple random sampling, taking into account the variables related to the sub-questions, namely gender and years of experience, as shown in the following table:

Table (01): Distribution of Sample Members According to Study Variables

Gender	Number (n)	Less than 5 years	From 5 to less than 10 years	10 years or more
Males	38	12	9	17
Females	42	10	18	14
Total	80	22	27	31

7.3- Data Collection Tool:

The study adopted the scale developed by researcher Hanan Omar Ahmed Al-Sar (2014) titled: *"The Role of Secondary School Teachers in Developing Positive Thinking Curricula among Their Female Students in Light of the Quran and Sunnah and Ways to Activate It."* The scale consists of 42 items distributed across three domains as follows:

- First Domain: Positive Thinking Skills – 14 items
- Second Domain: Positive Thinking Attitudes – 15 items
- Third Domain: Effective Methods to Enhance Positive Thinking – 13 items

Responses are based on five options, indicating the degree of practice: (Very High, High, Moderate, Low, Very Low), assigned the following weights: (5, 4, 3, 2, 1) respectively. Thus, the possible scores for the study sample range from 42 to 210.

Validity and Reliability of the Scale:

- Scale Validity:

a) The researcher used expert (jury) validity.

b) Internal Consistency Validity:

This was calculated by finding the Pearson correlation coefficient between the scores of each item within a domain of the scale and the total score of that domain.The results were as follows:

Table (02): Pearson Correlation Coefficient between Each Item's Score and the Total Score of the Domain

No.	Scale Domains	Correlation Coefficient	Significance Level
01	First Domain: Positive Thinking Skills	Between (0.456 - 0.795)	Significant at 0.01
02	Second Domain: Positive Thinking Attitudes	Between (0.343 - 0.877)	Significant at 0.01
03	Third Domain: Effective Methods to Enhance Positive Thinking	Between (0.433 - 0.847)	Significant at 0.01

- Scale Reliability:

The researcher calculated the reliability of the scale using two methods:

- Split-Half Method
- Cronbach's Alpha Coefficient

a- Split-Half Method: The split-half coefficient was calculated by determining the score for the first half and the second half of each domain of the scale, then computing the Pearson correlation coefficient between the two halves.

After that, Spearman-Brown formula was used to adjust for equal halves, and Guttman's formula for unequal halves.

The following table presents the results:

Table (03): Pearson Correlation Coefficient Between the Two Halves of Each Domain and the Total Scale Score Before Adjustment, and the Reliability Coefficient After Adjustment

Scale Domains	Number of Items	Correlation Before Adjustment	Reliability Coefficient After Adjustment
First Domain: Positive Thinking Skills	14	0.796	0.886

Second Domain: Positive Thinking Attitudes	15	0.891	0.902
Third Domain: Effective Methods to Enhance Positive Thinking	13	0.850	0.854
Total Scale Score	42	0.902	0.949

b- Cronbach's Alpha Method: The Cronbach's Alpha coefficient was calculated for each domain of the scale, as well as for the entire scale.

Table (04): Cronbach's Alpha Coefficients for Each Domain of the Scale and the Total Scale Score

Scale Domains	Number of Items	Cronbach's Alpha Coefficient
First Domain: Positive Thinking Skills	14	0.895
Second Domain: Positive Thinking Attitudes	15	0.916
Third Domain: Effective Methods to Enhance Positive Thinking	13	0.896
Total Scale Score	42	0.964

Thus, it can be concluded that the scale enjoys high validity and reliability, making it suitable and dependable for application to the study sample.

7-4- Statistical Methods Used:

The researchers in the current study used the Statistical Package for the Social Sciences (SPSS v.20) to enter and analyze the study data, relying on several statistical methods, including:

- Frequencies and percentages: Used to calculate the degree to which teachers practice developing their students' positive thinking skills, and to describe the personal data of the study sample.

- Arithmetic mean: To determine the extent to which the responses to the study items and the main domains are high or low.

- Standard deviation: To identify the degree of dispersion of the participants' responses from the arithmetic mean.

- Independent Samples T-Test: Used to calculate the discriminative power of the scale's items using the method of extreme groups, and to identify differences between the study sample members according to the variable of (gender).

- One-Way ANOVA: (Analysis of Variance)

7-5- Spatial and Temporal Boundaries of the Study:

The practical part of the study was carried out in several middle schools in the Wilaya of Ghardaia. Work on the study began in October 2018.

7-6- Presentation and Discussion of the Study Hypotheses Results:

The results obtained will be presented and discussed according to the study's questions as follows:

Statistical Criterion Adopted in the Study:

The researcher adopted a statistical model by determining the gradation on the five-point Likert scale. This was done by dividing the largest value on the scale to obtain the cell length, that is (4 ÷ 5 = 0.8). Then, by adding this value to the lowest value on the scale (1), the upper limit of the cell was determined. The cell length is shown in the table below:

Table (05): Statistical Criterion Adopted in the Study

Gradation	Corresponding Relative Weight	Degree of Assessment
1.00 – 1.80	36% or less	Very Low
1.81 – 2.60	More than 36% – 52%	Low
2.61 – 3.40	More than 52% – 68%	Moderate
3.41 – 4.20	More than 68% – 84%	High
4.21 – 5.00	More than 84% – 100%	Very High

7-6-1 Presentation and Discussion of the Results of the First Hypothesis:

The hypothesis states that: "The middle school teacher's practice of their role in developing students' positive thinking skills in the classroom is at a high level."

Table (06): Means, Standard Deviations, and Evaluation Degree of the Responses of the Study Sample to the Scale Items Classified in Descending Order

Number	Statement	Mean	Standard Deviation	Rating
15	I guide them to seek guidance from God and ask for His help	4.62	0.58	Very High
11	I encourage them to practice listening to others' speech	4.56	0.63	Very High
31	I ask them questions in an engaging manner to stimulate students' minds to answer	4.46	0.63	Very High
30	I use dialogue and discussion to prove the correctness of the ideas I present	4.42	0.70	Very High
34	I warn them about the obstacles to intellectual	4.41	0.74	Very

	integrity (stubbornness, self-admiration, arrogance)			High
36	I warn them about certain influences on thinking (bad companions, corrupt media)	4.37	0.70	Very High
33	I listen to students' opinions and respect their personal intellectual inclinations	4.36	0.69	Very High
03	I emphasize the importance of observation as a core skill in thinking	4.35	0.69	Very High
32	I praise positive and scientific ideas	4.27	0.65	Very High
08	I explain to them that abandoning wrong ideas is the correct behavior	4.21	0.77	High
25	I emphasize the principle of referring to the Quran and Sunnah in case of differences	4.21	1.03	High
10	I guide them to organize their tasks according to priorities	4.20	0.83	High
07	I develop their ability to organize and classify ideas	4.15	0.61	High
09	I train them to master the description of things and ideas	4.15	0.73	High
14	I encourage them to understand and justify some legal rulings	4.10	0.82	High
23	I direct them to intellectual tolerance	4.10	0.97	High
22	I encourage them to be open to others' experiences and benefit from their positives	4.06	0.90	High
28	I warn them not to underestimate others' ideas	4.01	0.90	High
12	I instill in them the initiative to propose solutions to problems	4.00	0.74	High
40	I use the analogy method to clarify and illustrate correct ideas	4.00	0.99	High
24	I guide them to avoid becoming overly confident in our ideas and presenting them to others	3.98	0.96	High
17	I encourage them to be thoughtful when evaluating ideas and judging them	3.97	0.81	High
21	I direct them to collective thinking to feel the importance of collaboration	3.96	0.97	High
37	I use comparative questions between correct and false ideas	3.96	0.64	High
35	I propose some problems to encourage students to think of appropriate solutions	3.90	0.80	High
01	I encourage them to contemplate the cosmic signs	3.85	0.91	High
04	I develop their planning skills for completing their duties	3.85	0.87	High
27	I guide them not to be deceived by the outward appearance of things and to deal with labels, not names	3.75	0.81	High
39	I encourage them to emulate the creative models of scholars and thinkers	3.75	0.96	High
19	I give them enough opportunities to express their own opinions	3.71	1.03	High
29	I encourage them to adopt optimism when describing	3.68	0.94	High

	our intellectual reality			
05	I ask them to provide evidence to support the correctness of students' ideas	3.67	1.00	High
26	I warn them against intellectual dependence on others	3.67	0.92	High
18	I guide them to maintain objectivity in critiquing others' ideas	3.62	1.09	High
38	I propose optional questions to develop thinking abilities	3.62	0.95	High
02	I encourage them to present new scientific ideas	3.58	1.09	High
06	I guide them to practice critiquing ideas based on clear and defined criteria	3.54	0.97	High
13	I encourage them to predict future events based on current realities	3.51	0.95	High
20	I encourage them to rise above material aspects when thinking	3.50	0.98	High
16	I encourage them to engage in responsible critical thinking	3.49	1.23	High
42	I warn them against disabling students' intellectual potential	3.43	1.13	High
41	I assign them to prepare research papers in a scientific manner	3.42	1.22	High

The full table shows means ranging between (4.62 - 3.42), with a standard deviation between (0.58 - 1.23), and an evaluation degree ranging from "Very High" to "High." Specifically, the items (15, 11, 31, 30, 34, 36, 33, 03, 32, 08, 25) achieved a "Very High" evaluation, while the remaining items achieved a "High" evaluation. This indicates that middle school teachers practice their role in developing students' positive thinking skills to a high degree, thus the study hypothesis is accepted.

This result may be attributed to the fact that, despite the challenges and obstacles teachers face in the teaching profession—whether related to the school environment (e.g., number of students, difficulty of curriculum, salary, lack of classroom resources) or life circumstances—these did not deter them. As Muslim individuals, teachers strive to fulfill their duty towards their students by encouraging them to develop sound and optimistic thinking skills, recognizing the positive impact on both the individual and society at large. They firmly believe that "God does not waste the reward of those who do good deeds." According to Seligman (2002), positive thinking depends on the individual's religious faith and relationship with themselves, God, and the world; hence, teachers are deeply committed to fulfilling their mission in the best way possible.

Moreover, the result could also be attributed to the educational institutions' efforts to foster desired growth in teachers' psychological, social, and professional aspects through continuous training programs aimed at developing their competencies and enhancing educational skills. The

ultimate goal is to build a generation free from psychological illnesses, equipped with a positive outlook and sound mental health.

These findings are consistent with the results of several studies, including those of Qais Ward et al. (2017), Shahrazad Ibrahim (2015), Hanan Al-Sir (2014), Abu Daf and Mansour (2010), and Al-Raqeb (2006).

7-6-2 Presentation and Discussion of the Results of the Second Hypothesis:

The hypothesis states that: There are statistically significant differences in the average ratings of the study sample members regarding the role of the middle school teacher in developing the positive thinking skills of their students in the classroom, attributed to the gender variable.

To answer this hypothesis, the "T-test" for independent samples was used, and the results are shown in the following table:

Table 7: Results of the "T-test" for independent samples for the differences in teachers' roles in developing thinking skills in their students according to the gender variable.

Variables	Gender	Number of Individuals	Mean	Standard Deviation	Calculated "T" Value	Significance Value	Level of Significance
Role of the teacher in developing positive thinking skills	Male	38	160.86	16.90	0.49	0.62	Not Statistically Significant
	Female	42	158.78	20.50			

It is clear from the table above that the calculated "T" value (0.49) is not statistically significant at the 0.05 level, indicating that there are no statistically significant differences between males and females in their role in developing positive thinking skills in their students within the classroom. Therefore, the study's hypothesis, which states that there are statistically significant differences in the average ratings of the study sample members regarding the role of the middle school teacher in developing positive thinking skills in their students in the classroom due to the gender variable, is rejected, and the null hypothesis is accepted.

This result can be attributed to the fact that both genders face the same patterns of socialization prevalent in society, including its systems, norms, various subcultures, customs, traditions, and values, as well as the teachings of our noble religion. Additionally, both genders are influenced by the cultures of other Western societies, which often conflict in terms of goals, methods, and means.

All of these factors have had both positive and negative effects on society, regardless of gender, status, or position. These influences have reflected on the individual's personality and psychology, whether male or female. This result is consistent with the study by Qais Ward and others (2017) and Hanane Al-Sar's study (2014), while it differs from the studies of Abu Daf and Mansour (2010) and Al-Raqab (2006).

7-6-3 Presentation and Discussion of the Results of the Third Hypothesis:

The hypothesis states that: There are statistically significant differences in the average ratings of the study sample members regarding the role of the middle school teacher in developing the positive thinking skills of their students in the classroom, attributed to the experience years variable.

To answer this hypothesis, the One-Way ANOVA method was used, and the results are shown in the following table:

Table 8: Results of the One-Way ANOVA analysis for the study sample members' scores attributed to the experience years' variable.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F-value	Significance Value	Level of Significance
Between Groups	3243.44	2	1621.72	5.06	0.009	Significant at 0.01
Within Groups	23658.51	77	320.24			
Total	27901.95	79				

It is clear from the table above that the F-value is (5.06), which is statistically significant at the 0.01 level. This means that there are differences in the scores of the sample members (groups) regarding their role in developing thinking skills in their students based on years of experience. Therefore, the study's hypothesis is verified. Given the presence of statistically significant differences, the Scheffe method was used to identify the trends of these differences, and the results are shown in the following table:

Table 9: Post-hoc Scheffe comparisons for the significance of the differences in the role of the teacher in developing positive thinking skills in their students based on years of experience.

Experience Years	Mean Difference	Significance Level
Group 1 (Less than 5 years)	13.41	0.03
Group 2 (5 to 10 years)	12.77	0.03
Group 1 (Less than 5 years)	0.63	0.03
Group 3 (10 years or more)	12.77	0.03

Group 2 (5 to 10 years)	0.63	0.03
Group 3 (10 years or more)	13.41	0.03

From the table above, it is clear that:

1. There are differences in the scores of teachers in performing their role in developing positive thinking skills in their students within the classroom based on years of experience, between (less than 5 years), (5 to 10 years), and (10 years or more), and all are significant at the 0.05 level.
2. There are statistically significant differences between the scores of group one (less than 5 years) and group two (5 to 10 years), in favor of the group with the higher mean (13.41), i.e., in favor of group one (less than 5 years).
3. There are statistically significant differences between the scores of group one (less than 5 years) and group three (10 years or more), in favor of the group with the higher mean (12.77), i.e., in favor of group three (10 years or more).
4. There are statistically significant differences between the scores of group two (5 to 10 years) and group three (10 years or more), in favor of the group with the higher mean (13.41), i.e., in favor of group three (10 years or more).

The reason for the existence of statistically significant differences in the scores of the middle school teacher's performance in developing positive thinking skills in their students with varying years of experience, i.e., in favor of teachers with more years of experience, can be explained by the fact that the teacher's capabilities and skills in creating the appropriate environment for training students on positive thinking skills and stimulating their processes improve with the increase in years of experience in the field of practical teaching. Over time, the teacher becomes more knowledgeable and experienced, gaining better strategies and techniques that enhance their classroom practice. This result is consistent with the study by Al-Shahab (2003), while it differs from the studies of Hanane Al-Sar (2014) and Al-Raqab (2006).

7-7 Recommendations of the Study:

In light of the study results, a set of important recommendations have been presented, including the following:

– Organizing training courses for teachers at all educational stages on how to develop positive thinking skills among their students.

– Improving the school environment and providing the necessary health and psychological conditions for the educational staff, as well as raising awareness among education and teaching authorities about the importance of positive thinking.

– The role of the media in reinforcing and promoting positive approaches while warning against negative and ineffective coping strategies.

– Organizing scientific and cultural seminars that include educational and preventive guidance to protect the teacher and student's personality from negative thinking patterns and pessimistic perspectives. This aims to prevent this group from falling into the pitfalls of negative (pessimistic) thinking, while emphasizing positive and effective methods to cope with life pressures.

– Providing educational institutions with all necessary teaching tools and resources.

– Reducing the number of students in classrooms to ensure more opportunities for interaction between the teacher and their students.

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