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Extent of the Schools Principles Contribution to Enhance the Positive Thinking of the Teachers

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Abstract: This study aimed at finding out extent of the schools principles contribution to enhance the positive thinking of the teacher, the descriptive survey research method was used, and a sample of the secondary schools principals was selected, consisted of (26) male and female principals (13) male and (13) female principals, a questionnaire has been prepared regarding the positive thinking skills distributed to (5) fields, the questionnaire clauses number was (47) clauses, its validity and reliability were confirmed. The study reached that the extent of the schools' principles contribution to enhance the positive thinking of the teachers was medium, and that there was an impact of the gender variable in favor of the females, and the scientific qualification of the principal in favor of the graduate studies in extent of contribution to enhance the positive thinking, while the principals experience in the management had no impact on enhancing the positive thinking.

Keywords: Schools Principal, Positive Thinking, Teachers, Jordan

1 Introduction

God has granted the human the thinking which distinguished him from other all creatures, thinking has represented the most complex and higher human behavior forms, and the higher rank of mental work ranks, it is the mental activity or the logic which depends on the experience, or as indicated by [1,2,3,4]. Behavior type which uses symbolic or representation processes, or a mental cognitive process responds to the new information, after complex treatment of the specific imagination and analyses dimensions, in another words, thinking is targeted activity or behavior, innate specific to the human, it is a relatively concept takes place in different forms and modes, in addition to that it is invisible behavior consists of processes, cognitive and experiences interactions [5,6,7,8,9].

One of the thinking types is the positive thinking, this type of thinking as mentioned by [10,11,12,13], its first principles have appeared as a result of what people have experienced of tragedies in the first and second world wars, and what they have felt of disappointment, anger and frustration due to those tragedies. The appearance of the positive thinking refers to "Fencent Bail", who strongly said that with the strong and ability of this thinking to get rid of the negative ideas, since in the positive thinking it is possible for the individual to exploit his hidden energies, to build and organize his experiences and knowledge's, focusing on achieving the goals, on the feeling and behavior directing [14]. From this point came the positive thinking completely opposite to the negative thinking, which is pessimism orientation hampering the individuals' capabilities to look positively to the life. Positive thinking leads to success, since it includes positive expectations, happiness and accomplishment.

Al-Omari (2014) has indicated that positive thinker is able to remove many undesired feeling, the achieving the success strongly correlates to the positive mental thinking [15]. Its importance appears in the openness, trust and honesty. Also, positive thinking creates positive and constructive change in the self, activating the luminous side inside the self, instead of black ideas dominance, selecting happiness instead of sadness.

Aisha and Buzad (2016) have mentioned that there are a group of factors influencing the positive thinking, may be the most important of these factors: the movement in a comprehensive surrounding as a result of comprehensive view to this kind of the thinking, the inheritant genetics in the mental structure [16]. The practice which is characterizes by the

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awareness, encouraging the exploration, level of the cultural environment in the individual's environment, according to his social and family upbringing. The strategic reorganization for the thinking as a result of using self-competency, and extent of possessing the positive self-concept, to make the individual more is linking with the diverse ideas and the ability to verbal comprehension and perceptual organization. Finally developing secondary skills for the positive thinking.

Although there are many factors that affect positive thinking, the following are the most crucial: the emergence of a holistic viewpoint in this type of thinking, the degree of the person's cultural environment, their type of upbringing, their social and familial upbringing, strategic thinking reorganizing, and the development of specific skills relating to this thinking. Therefore, the purpose of this study is to determine how much the school's guiding principles have influenced instructors' ability to think positively.

2 Literature Review

2.1 Positive thinking

Positive thinking is seen as the road to happiness; the person who has it chooses the right course in life, and his thinking will be the self-standard pursuing higher levels of advancement and accomplishment. The choice is what separates reality from illusion, and it involves using one's inner resources to accomplish goals by improving one's skills, attitudes, and positions in order to be more productive [17]. Also, importance of the positive thinking appears by the individual's work to get out of the stress, and anxiety to optimism to achieve the balance and the stability, viewing the issues with positive perspective, and achieving more beautiful future [18]. So, the positive thinking searches for the benefit and the value, for this it became constructive thinking to achieve the constructive effectiveness, since the mind possesses one idea at any time, if the idea is positive, no doubt it gets rid of the negative idea, meaning that the mind cannot be meaningless, and should fill it with the positive ideas otherwise the negative ideas will fill it.

The positive personality is characterized by multiple characteristics: the most important only seeking God's help, the individual should know that he wants, and planning flexible for that, commitment to upper values which prevent the negative behaviors, positively expecting the events, focusing on the solutions to confront the emergent difficulties, benefit from the challenges to avoid their influence, self-trust and the desire to take the risks, struggling and patience & mastering the positive social skills, love and help the others [19,20].

After that, the positive thinking will be flexible subject to the right, the desire to explore the new, enjoying flexible vocabulary language in which he takes and gives, also able to discuss & dialogue in a scientific way to be fruitful, providing the others with actual perspective about his self, introducing his self to the with transparency and humbleness since he perceives that perfection is not of the human characteristics. The result is that the positive thinker does not wear a mask, rather he possesses creative methods, thoughts, culture, and intellectual flexibility provides him with the ability to convince and to be convinced [21].

The one who possesses the positive thinking gets far away from what is harmful, he avoids cheating, lying and deceiving, commitment to truth, honesty, love welfare to the others. It was found the presence of a positive correlation between the cognitive beliefs of the individual, especially the matured beliefs and between the positive thinking. It is possible to say that those who have the positive thinking have strong attitudes that their belief grows by exerting the effort and insistence, and this knowledge can be integrated in the form of complementary concepts.

In this case, cognitive has relating sources to the observation and inference. After all of this the positive thinker can perceive that there is no problem unsolvable, because he explains the phenomenon in a positive way, depending on his self to continue thinking whatever the others' opinions to reach the solution, since this thinker is characterized by having optimistic position towards the life and growing forward in it. Since the positive mental motivates hard working to reach effective solutions [22,23]. From this situation, the positive thinking became meaning going the right path to achieve happiness, through optimism and positive expectation, taking advantage from the beautiful memories, and avoiding the painful memories, social and psychological consistence, adopting the positive ideas and behaviors, all of this will be a motive for flexible life planning, commitment to the upper values and ideas, insistence to confront the emergent difficulties, developing self-trust.

Positive thinking has become one of the life necessities for all people, and may be more important to those who prepare the people to the life, the teachers who hold the responsibilities, if they view the life in blackness view, viewing their holy profession in underestimating view, this calls Longley stand in front of this problem, and treating it by developing the teachers, positive thinking. The most important persons to perform this task are the school's principals because of their proximity to the teachers, and their psychological, social, cultural and scientific interaction with them.

The school's principal is the first person responsible for the development, renewing, and achieving the scholastic objectives firstly and then the social objectives. Development of the management concept generally and the scholastic management specifically in role of the school's principal and the tasks he performs, since his role no longer is exclusive to

implement the decisions and the instructions, rather became responsible for providing the conditions and the capabilities leading to integrated growth in all sides of the scholastic life, which survives and develops with a teacher who has the superior ability to provide the knowledge, and a student who is ready to receive this knowledge.

From this stance, the school became with strong relationship with the society, the student, the teacher and the principal are members in that society which became playing an unique role in the educational process, mobilizing the energies to the society's individuals and its institutions and leaders to develop the learning and teaching processes, making learning available to everyone [24].

Carolyn and Laurie (2009) have indicated that the school's principal is responsible for organizing the social work at his school, building strong relationships with the teaching staff through enabling them to express their ideas and opinion with complete freedom, considering their readiness and their conditions, preparing what encouraging them for the scientific and career growth, the principal should perceive that the real development of the teaching and educational process requires making a balance between centralization and decentralization in developing in education objectives, its curricula, materials, methods and ways and evaluating its outcomes [25].

From this point, the school's principal should know that the different social institutions effectively contribute to the teaching development and raising it intellectually, methodologically and behavioral, in addition to the necessity for including the up-to-date educational methods considering the challenges confronting the teaching departments, the most important the conditions that could be difficult in their economic and social sides.

For the school's principal to be positive in his view to his profession and profession of those who work with him, and positive in his view to the life, and in order to be able to perform his role with love and fluency as mentioned by [26,27,28,29], he should be characterized by the ability to sympathize with the others, and excellence between his group individuals, and the ability to provide the assistance to his teachers, controlling his emotions, having the required talent, the desire to lead, having competences qualifying him to hold the responsibility, and the ability to make the appropriate decisions, precision and subtlety, acquiring the teachers' trust and those who are in charge of the education.

The principal of the school is actually regarded as an educational leader, but he cannot be one without possessing two fundamental qualities: the ethical side and the social side. In terms of ethics, he should be sincere and truthful, just and tolerant, as well as possessing dignity and abstaining from favoritism. Additionally, there are social factors related to his understanding of societal customs and practices, his capacity for group leadership, and his ability to involve others in decision-making using a true democratic process [30].

2.2 Positive thinking dimensions

Positive thinking is based on multiple dimensions by [31], which are optimism & positive expectation, it is the individual's optimistic view in his social, health, professional, and personal life fields, controlling the mental processes, through directing the attention to benefit from the memories, and the positive imagination, developing the knowledge's to fit with the social and psychological harmony.

Cognitive openness, which includes the cognitive change possibility, love of science, knowing everything new, feeling satisfaction, complete self-satisfaction, feeling happiness and achieving the objectives, accepting the difference with the other, meaning adopting ideas and social behaviors allows him to accept the other, viewing the difference positively, avoiding the closed thinking, self-acceptance without restraint condition. The individual may underestimate himself in front of the others to receive their sympathy. Also, there are other dimensions including accepting personal responsibility and holding it without hesitation and avoiding excuses [32,33]. The last dimension of positive thinking is the positive risk taking in which the individual wishes to explore the unknown, accepting the ambiguity to form exploration love, taking the positive decisions with effective and rational risk taking.

Abu-Ashraf (2016) study indicates that some have classified the positive thinking into: thinking to support the point of view, thinking to influence the others, thinking according to the time, thinking continuously with the time while thinking to support the point of view came to explain the events, the situations and the relationships analysis [34].

Thinking about influencing the others comes by the simulation by the individual practicing the positive ideas, as a result of influenced by someone else. The thinking according to the time is correlating to specific time to improve the behavior and building new positive habit. While the continuous thinking with the time is a continuous thinking does not influence by specific time and place.

Balance, happiness, and calmness are traits of the person who thinks constantly. Whatever its classification, positive thinking differs from other types of thinking in that it possesses a number of distinct abilities. The following abilities are the most crucial: Focusing on the positive aspects, choosing self-positive expressions, keeping an eye on ideas to weed out the negative ones, identifying actual goals that are far from reality, emotional control by avoiding negative emotions, categorizing negative ideas, objectivity contemplation that is not overestimated, and a tendency toward positive expectation and optimism while avoiding all forms of pessimism are all examples of attention orientation.

So, it seems that there are objectivity reasons for the appearance of the positive thinking. Due to the tragedies of the first and second world wars, the people thinking has been dominated by the negative side, which called the scientists and philosophers to enlightening the minds, fighting disappointment, frustration, tension and anxiety, looking at the life with new perspective. Ayasrah and Hijazeen (2012) have mentioned that the school's principal performs administrative and technical tasks [35]. The administrative tasks include: organizing the financial sides, knowing the need of his school for teachers, providing the textbooks, organizing records of the administrative work, following up the exams and supervising the results, introducing suggestions to improve the administrative work, strengthening the relationships with the local community, contributing to achieve the scholastic system appropriately, managing the school's facilities and the equipment, supervising the individuals and the students affairs, and following up the teachers' work.

While the technical tasks include executing the curricula and the work to improve and develop them, enriching the studying materials, making the teachers aware of the necessity to follow-up everything new, activating the activities, developing the assessment instruments, motivating the teachers to know about the up-to-date teaching strategies, its methods and ways, and motivating them to use the technology in the teaching.

The school's administration uses four modes according to the school's personality and behavior which are: The autocratic mode, also called the dictatorial or the bureaucratic, the chaos mode, or the absolute democratic, the democratic mode, also called the humanitarian mode, the diplomatic mode. There are also other modes which recently appeared including: Quality management, strategic management, and management by the objectives. While the autocratic mode in which the school's principle fixed in his opinion, follows the coercive methods and intervening in the work details, inclines to authority, focusing the authority at his hand, takes the decisions without allowing the discussion. While in the lenient mode the school's principal is active in granting freedom to the teachers and the students, and does not intervene in the work processes, leading to lack of control, and difficulty in achieving the school's objectives, scarcity of reaching information leading to weakness in the social relations and the moral spirit.

3 Methodology

3.1 Study sample

Study sample has been selected from all the secondary schools principals and directorate pertain to the Northern Western Badia district directorate of education, their number reached (26) male and female principals, they were distributed according to gender, scientific qualification of the principal and experience in the management.

Table 1: Frequencies and percentages according to the study variables

| | Categories | Frequency | Percentage |
|------------------------------------|--------------------|-----------|--------------|
| Gender | Male | 13 | 50.0 |
| | Female | 13 | 50.0 |
| Principal scientific qualification | Bachelor | 17 | 65.4 |
| | Graduate studies | 9 | 34.6 |
| Experience in the management | Less than 10 years | 11 | 42.3 |
| | 10 year and more | 15 | 57.7 |
| Total | | 26 | 100.0 |

3.2 Study instrument

After consulting the theoretical literature and the relevant prior studies, such as [17,34] scales, the instrument, a questionnaire on the level of the school principals' contribution to enhancing positive thinking, was created. The questionnaire for this study was divided into five fields: positive expectation field and optimism, which included (7) clauses; emotions control field; feeling satisfaction and included (12) clauses; emotional intelligence field; and positive adventure field, which included (10) clauses. The questionnaire for this study was developed by drawing on the two aforementioned scales.

3.3 Validity of the instrument

To confirm validity of the instrument, it was introduced to a group of specialists in the educational administration, curricula and teaching, tests and scales, those specialists showed some notes, most of them regarding re-working some clauses, no one clause was invalidated from the questionnaire’s clauses.

3.4 Stability of the instrument

To test stability of the questionnaire, it was twice presented to a pilot sample from outside of the study sample, its number was (10) male and female teachers, (5) males and (5) females teachers, the time period between the two applications was two weeks, using Pearson correlation coefficient to extract stability coefficient for the field as a whole, it reached (0.82) which is a relevant correlation coefficient for the present study.

4 Results

First Question: what is extent of the schools’ principals contribution to enhance the teachers’ positive thinking?

To answer the question, means and standard deviations were calculate for extent of the schools principals contribution to enhance the teachers positive thinking table 2 clarifies that.

Table 2: Means and standard deviations of the extent of the schools’ principals’ contribution to enhancing the teachers’ positive thinking arranged to descend means according to the arithmetic

| Rank | No. | The Field | Mean | Standard Deviation | The Level |
|---------------------|-----|---|-------------|--------------------|---------------|
| 1 | 4 | Emotional Intelligence | 3.84 | 0.455 | Medium |
| 2 | 2 | Emotions control | 3.09 | 0.492 | Medium |
| 3 | 1 | Positive Expectation and Optimism Field | 3.08 | 0.511 | Medium |
| 4 | 3 | Feeling Satisfaction | 2.92 | 0.384 | Medium |
| 5 | 5 | Positive Adventure | 2.70 | 0.698 | Medium |
| Total Degree | | | 3.07 | 0.408 | Medium |

Table 2 shows that the means ranged between (2.70-3.48), the field emotional intelligence field came at the first rank with highest mean (3.84), while the positive adventure field came at the last rank with mean (2.70), the mean of the extent of the schools’ principals contribution to enhance the teachers positive thinking as a whole reached (3.07).

5 Discussion

It became clear that all the fields came at medium evaluation, and some clauses regarding extent of the schools’ principals’ contribution to enhance the teachers’ positive thinking came at low level, while other clauses came at high level. Most of the clauses within each field came at medium evaluation. Discussion of the clauses in which the extent of contribution was low or high as follow: the clause I alert that failure should be motive to the success in the future, within the positive expectation field and optimism at low level, this might attribute to the schools principals belief that the teachers perceive that and there is no need to alert them. The clause: I continuously motivate the teachers to look at the future in an optimistic view, high extent contribution within the same field.

This might attribute to the principals feelings that the teachers often complain from their life, and feel that their profession is not sufficiently guarantees their future, came at high evaluation, also within the positive expectation field, clause: I motivate them to exert more effort to change the present. The reason might be that the principals see that their obligation motivates the teachers to exert more effort for their school to be the best.

The following advice was given in the section on managing emotions: "I counsel them not to allow fear and anxiety to dominate on them with little contribution." This could be because fear and anxiety are psychological states that the principal may not pay attention to, or not clearly feel, among his school’s teachers. Also contributing to their bad evaluation was the fact that I reminded them of the need to control their weaknesses. This may be because the principal is afraid of labeling the teacher as weak and incapable of controlling his weaknesses. Regarding the big extent of contribution within emotions control field clause: I work to make them aware about their rights and duties, and clause: I advice them

to confront their problems by themselves and work to solve them. This might attribute to the issue the rights and duties often discussed, and the problems facing the teacher the principal is the first one to know them, because they reflect on the teacher's performance, and the principal initiates to advice the teacher to avoid the problems, and he is the first one to solve them.

In the field feeling satisfaction two clauses came with low contribution, and one clause at high contribution, and a clause at little evaluation: I motivate them to exploit the happy opportunities, this might attribute to the principal belief that the teachers have sufficient knowledge in that, those who have the sufficient awareness can exploit such opportunities. Also came at low evaluation the clause: I direct them not to be disturbed from the other actions toward them. This might attribute to the principal belief that it is impossible to control the one's mode, nor the others' actions toward the teacher, while the clause: "I advice them to avoid mistakes in performing their work" came at high contribution, this is one of the principal's obligations to motivate the teachers and even the students to avoid falling in the mistake, regarding what they perform of works, especially the teacher's mistake in his work, since it might cause many problems to him.

In the emotional intelligence field, three clauses came with high extent of contribution by the principals in enhancing the positive thinking, including the clause: I advice them to act wisely with the others came at high evaluation, also the clause I advice them not to hesitate to call for help from the others. Also, the clause: I motivate them to possess the ability to solve the conflicts between the others, this attributes to that the principal sees that his obligation is to motivate the teachers to posses such capabilities for the teacher to avoid the problems, to better perform his tasks. While the clause: I direct them to deal easy with the other gender, this might be due to the teachers' actions with the females cannot be determined by the principal, and it is not of his interests.

Regarding the positive adventure two clauses came at little contribution: I motivate them to confront the difficult conditions regardless of the result, and to engage with distinguish peers to accomplish specific works, this attributes to the principal's belief in the teacher's ability to confront the difficult situation, and they do not need such kind of advices.

Comparing results of this study with results from the previous studies, it became clear that results of this study agree with results of [36] study, which found that the principals evaluations to disseminate the school's social culture came medium, and [37] study which reached that role of the school's management in activating the partnership between the school and the society came also medium. Results of this present study agree with [38] study which showed that degree of the school's management practice of knowledge management was medium.

6 Recommendations

In light of the results, it is recommend the follow:

- 1.Schools' principals need to pay more interest in enhancing the thinking style of the teachers, especially the positive thinking.
- 2.Schools' principals need to take their role in making the teachers aware of the importance of optimism in the life, and especially satisfaction feeling.
- 3.Conducting more studies to find out extent of the principals' awareness about the different thinking styles, and their ability to enhance them for the teachers.

Conflicts of Interest Statement

The author certify that he has NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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