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CONSTRUCTING A SCALE OF DUAL THINKING SOURCES FOR PHYSICAL EDUCATION TEACHERS AND ITS RELATIONSHIP TO TIME MANAGEMENT IN PHYSICAL EDUCATION LESSONS IN IRAQ FOR ACADEMIC YEAR 2025-2024

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Binary Thinking, Time Management, Psychometrics, Training And Development, Selective Abstraction.

ABSTRACT

The research aims to build a scale of sources of binary thinking for some physical education teachers and instructors in the Republic of Iraq and a scale of time management (prepared by the researcher) and to find the relationship between them. The descriptive approach was used with the sample method, and the exploratory study was applied to a sample of (29) male and female teachers, and the main study was applied to a sample of (300) male and female teachers and appropriate statistical treatments were used on (6) sources (anxiety, negative emotional response, professional pressures, decision-making, overgeneralization, selective abstraction) that represent the main sources of the binary thinking scale, which consists of (36) phrases divided among those sources, with (6) phrases for each source, and the time management scale, which consists of (30) phrases, for the purpose of finding the relationship between them. The researcher concluded that the sources can be used for the scale of binary thinking for physical education teachers and instructors, with the exception of the source of decision-making, as there a statistically significant relationship, and the source of selective abstraction, due to the presence of an inverse, non-significant relationship. We recommend that the following be used: By studying other sources related to dual thinking for physical education teachers and instructors, to determine the importance of these sources in identifying the level of thinking among teachers and instructors. We also recommend holding guidance, educational and evaluation courses to help them develop their scientific, cultural and social capabilities.

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INTRODUCTION

The world has witnessed a rapid development in education as a realistic result represented by providing and harnessing all possibilities starting from the early stages of education represented by kindergarten until reaching university and then specialization in the field of his choice as a path to self- and societal development because it is the path to development, as it unleashes various

opportunities and is the cornerstone upon which developed societies are built and the main driver of sustainable development.

Therefore, physical education teachers and instructors must have the main role in stimulating and maintaining this activity and vitality for students during the performance of the physical education lesson due to the mental and physical abilities it possesses, and the breadth of thinking to face challenges and changes, considering the practiced sports activity as a recreational and entertainment activity that contributes to building the mental and physical health of students represented by a simple explanation of physical exercises as well as the type of skills used in the lesson and how to control the time allocated for each activity and then giving opportunities for each student to perform the exercise or that activity according to a specific time.

This in itself requires focus and control of time due to the increase in the number of students and the scarcity of available sports equipment represented by balls and tools used. This scarcity contributes to the depletion of time due to the few repetitions of the skill What is required to be learned by students, and from here the necessity calls for the importance of rational thinking in controlling the type of activity practiced and the time specified for each activity, so that binary ideas are generated that allow for several options that put him in a difficult position in choosing

Thinking and the most appropriate solution to the time constraints that prevent students from performing that exercise or skill, as the thing he is thinking about may or may not be 'good or not good'. Cano and Hewitte mention : 2000) The topic of binary thinking and learning has received attention from researchers in the field of cognitive psychology, as they are considered topics closely related to the changes of the era because they overlap with the manifestations and forms of individual differences.

Thinking is an important goal of education, and the best way to facilitate student learning lies in dealing with individual differences in cognitive functions by focusing on mental styles and learning styles because learning is linked to thinking, and individual differences interfere with our use of certain styles when we think and when we learn.

There is an important reason for focusing on binary thinking, which is that contradictions prevent physical education teachers from overthinking, as binary contradictions often work to achieve balance by suppressing hesitation or confusion, which leads to the immediate closure of problems, consensus, and the achievement of gains. (Al-Muzayyin , 2012)

Time is of great importance to all physical education teachers and instructors, regardless of their levels and interests, because it is considered by many of them and organizations today as a decisive criterion in arranging their affairs and entering into new projects, such that it requires dividing time between completing today's work and its activities and tomorrow's work, because organizing time and managing it well is a basic key to success, and a practical means of achieving professional and personal goals for them and for groups alike, as time management is both work and art, and it is an essential element of effective management, as time is a unique resource. Since each person has the same amount of it and every work needs a specific time, despite that, it is noted that many of them fail to complete tasks or achieve goals due to their poor time management and lack of organization. Such a phenomenon is not limited to one category of individuals rather than another, but rather exists among everyone.

(Thabet, 2015) shows that time management highlights its importance as a source of adaptation and one of the sources that develops happiness within him and works to improve the level of training and achieve the goals that physical education teachers and instructors seek through it and work on the principle of completing the most important tasks, and the teacher's belief in the importance of time and the necessity of investing it well guarantees him personal, professional and social success, noting that time management is one of the concepts widely spread in psychology.

Thinking is one of the most important methods in achieving cognitive integration to face the challenges for physical education teachers and instructors during the course of the work and duties assigned to them to achieve the desired goals according to what is planned for the organization of those works and duties due to what physical education teachers and instructors possess of mental and psychological skills (such as self-confidence, psychological strength, concentration, attention, perception and awareness) as well as what they enjoy of experiences that contribute to controlling the course of time allocated to each activity of the activities practiced within the educational unit for students and how to divide time for that activity So that each student can practice the activity with complete comfort that enables him to learn and refine that skill according to the time allocated to it according to the natural context in effect previously, and sometimes physical education teachers and instructors are exposed to some problems from the accumulations and residues throughout the past years and the subsequent environmental, social, economic and professional conditions that leave a negative impact as a result of the job income on his presence inside the lesson when he explains the skill or gives exercises to the students as a result of the difference in mental abilities, we see some people suffering from a lack of understanding of some exercises , as well as not hearing the explanation of the skill or activity, especially students who are in the latter field. Signs of lack of understanding of that skill appear during the application of that skill or activity, on the one hand, and on the other hand, the lack of tools and balls that are used in learning those skills.

As it is known that repetition contributes to addressing errors until those skills or activities that are to be learned are mastered. This puts the teacher or instructor in a difficult position in finding alternatives and thinking in a professional and objective manner. Thus, dual thinking or dual thinking is generated in him in choosing the most appropriate solution to those challenges.

This appears in him in the form of negative emotions or pressures that are reflected in procedures that may be strict and leave a negative impact on the students, in an attempt to control the time allocated to each activity and not going beyond the activity that comes after it in order to maintain the general framework of organizational work to achieve the goals it seeks. This requires a high and balanced capacity for positive thinking and focus. (Al-Saray, 2012) explains that when binary thinking dominates the perceptions of some individuals, it will lead to difficulty in cognitive analysis. It will become clear that the perspective that is based on subjectivity (making the self absolute to understand the world) applies to binary thinking. This is not considered a weakness or inability of the person to deal with the environment.

Wood and Peter Cleary (Wood & Petriglieri: 2005) It is known that human life is full of emotional experiences that fluctuate up and down and require from teachers a large and diverse amount of Emotional responses, however, are influenced by various factors, which lead to the individual dealing with these experiences in a binary polarization manner, choosing one of two contradictory alternatives. This is because he interprets events as dilemmas that must be resolved by adopting one specific alternative rather than the other, even though the tension resulting from the issue conceals important developmental opportunities .

Research objectives is to Constructing a scale of dual thinking sources for some physical education teachers and instructors in the Republic of Iraq. Constructing a time management scale for some physical education teachers and instructors in the Republic of Iraq. Identifying the sources of dual thinking and its relationship to time management for some physical education teachers in the Republic of Iraq.

The researcher assumes there are statistically significant differences between the sources of binary thinking and the source to which the phrase belongs for some physical education teachers and instructors in the Republic of Iraq. Time management scale of some physical education teachers and instructors in the Republic of Iraq can be measured. Statistically significant differences

between the sources of binary thinking and time management for some male and female physical education teachers in the Republic of Iraq.

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RESEARCH METHODOLOGY

The research community includes some physical education teachers and instructors in the country's governorates (Maysan, Basra, Nasiriyah, Wasit, Baghdad, Hillah) with a total of 329) between teachers and instructors of the resources of the binary thinking scale and the time management scale, including academic qualifications (diploma - bachelor's - master's - doctorate) and gender (male, female) .

Table 1. Numerical description of sample according to academic qualifications on exploratory study and basic study (n = 329)

Academic qualification	Sample		Exploratory study		Basic study	
	number	%	number	%	number	%
Diploma	69	10.8	9	31.03	60	20
Bachelor's	187	29.4	15	51.73	172	57.33
Master's	35	5.5	2	6.89	33	11
PhD	38	6.0	3	10.35	35	11.67
Total	329	100	29	8.81	300	91.19

It is clear from Table No. (1) which is related to the numerical description of the research sample that the total research sample amounted to (329) male and female physical education teachers in some governorates of the country (Maysan, Basra, Nasiriyah, Wasit, Baghdad, Hillah) divided into (4) academic qualifications (diploma - bachelor's - master's - doctorate) where the survey study was conducted on (29) participants between male and female teachers of both sexes At a rate of (8.81) and the highest percentage of participants was those with a bachelor's degree, about (15) (51.73) followed by diploma holders, about (9) with a percentage of (31.03), followed by doctorate holders, about (3) with a percentage of (10.35), followed by master's degree holders, about (2) with a percentage of (6.89), and the basic study included about (300) participants, with a percentage of (91.19), and the highest number of participants were those with a bachelor's degree, numbering (172), with a percentage of (57.33), followed by diploma holders, numbering (60), with a percentage of (20), followed by doctorate holders, numbering (35), with a percentage of (11.67), followed by master's degree holders, numbering (33), with a percentage of (11), and Figure No. (1) shows the numerical description of the research sample according to the academic qualifications of the research sample (n=329)

Table 2. shows numerical description of exploratory study and basic study of research sample according to age level and gender N = 329

Ages	Gender											
	exploratory study						Basic study					
20-30	repetition	ratio	females	ratio	Males	ratio	repetition	ratio	females	ratio	Males	ratio
	9	31.03	3	37.5	6	28.57	12	4	3	4.55	9	3.85
31-40	12	41.38	4	50	8	38.1	115	38.33	31	46.97	84	35.89
41 - 50	8	27.59	1	12.5	7	33.33	83	27.67	14	21.21	69	29.49

More than 50	0	0	0	0	0	0	90	30	18	27,27	72	30.77
Total	29	100.0	8	100.0	21	100.0	300	100.0	66	100.0	234	100.0

We note from Table (2) regarding the description of the research sample according to the age level and gender of the exploratory study that the highest category was within the age level (31-40) with a number of (12) participants and a percentage of (41.38) where the number of males was (8) and a percentage of (38.1) and the number of females was (4) and a percentage of (50) and the lowest percentage of participants was within the age level (20-30) with a number of (9) and a percentage of (31.03) where the number of participating males was (6) and a percentage of (28.57) and the number of participating females was (3) and a percentage of (37.5). As noted from the table above in the basic study, the highest category of participants was within the age group (31-40) with a number of (115) at a rate of (38.33), where the number of males was (84) at a rate of (35.89), and the number of females was (31) at a rate of (46.97), and the lowest percentage was within the age level (20-30) with a number of (12) at a rate of (4), where the number of females was (3) at a rate of (4.55), and the number of male participants was (9) at a rate of (3.85).

Scale build steps

Reviewing some previous references and studies related to the research topic in the field of general psychology and sports psychology: Ghufran Farih Radi (2024) (12) , Mitham Kazim Matroud 2018 (18), and Muhammad Ashour Sadiq and Issa Muhammad Al-Muhtasib (2020) (16). The researcher formulated a number of axes related to the scale of sources of binary thinking, amounting to (6) axes, and presented them to the experts, numbering (12) experts, to express their opinions in agreeing or not agreeing with those axes.

Table 3. shows agreement of arbitrators on scale of sources of dual thinking for physical education teachers, male and female, n=12

Source		Agreement rate						
		suitable		Suitable and needed To be modified		Not suitable		approval rate
		repetition	ratio	repetition	ratio	repetition	ratio	
1	anxiety	9	75	1	5.6	2	5.6	86.1
2	negative emotional response	7	58.3	4	16.7	1	2.8	83.3
3	Professional pressures	10	83.3	1	5.6	1	2.8	91.7
4	decision making	8	66.7	2	11.1	2	5.6	83.3
5	overgeneralization	10	83.3	1	5.6	1	2.8	91.7
	selective abstraction	8	66.7	3	16.7	1	2.8	86.1

It is clear from Table (3) that the percentage of agreement of the arbitrators on the sources of the binary thinking scale reached between (91.7 - 83.3), where the researcher accepted an agreement percentage of (80) or above, and thus all the sources in their initial form became capable of measuring binary thinking for physical education teachers and instructors, as shown in Table No. (3).

3 - The phrases were distributed to each source of binary thinking, where each source included a number of phrases amounting to (8) phrases, and they were presented to the experts, numbering (12) , to express their opinions on the extent of the suitability of these phrases for each source of binary thinking. These phrases were distributed in a regular manner, where it was agreed to choose (6) phrases for each source, and the scale became composed of (36) phrases, as shown in Table (4).

4 - The researcher distributed the phrases to the sources of binary thinking and applied it to the survey study in a regular random manner in order to ensure the extent of the sample's response to the scale's phrases to identify some of the obstacles facing the sample when answering for the purpose of applying it to the main study.

5 - After confirming the extent of the participants' response, the scale was applied in its final form to the survey study, where the first source included the phrases (1-7-13-19-25-31), the second source (2-8-14-20-26-32), the third source (3-9-15-21-27-33), the fourth source (4-10-16-22-28-34), the fifth source (5-11-17-23-29-35), and the sixth source (6-12-18-24-30-36), as shown in Table (4).

Validity of the external and internal consistency of the scale of sources of dual thinking for some physical education teachers and instructors in the Republic of Iraq: The researcher presented the scale to the experts, numbering (12) experts specializing in sports psychology, to determine the extent of the suitability of the phrases as in Table (4).

Table 4. shows validity of external consistency and relative importance of judges for scale of sources of binary thinking in its final form and correlation coefficient for each statement and dimension to which it belongs . Judges n=12 basic sample is n=300.

	phrase	suitable		Occasion needs modification		Not suitable		relative importance	Correlation coefficient	degree of confidence	Phrase number
		repetition	100 %	repetition	100 %	repetition	100 %				
The first source (anxiety)	I seem to get annoyed when PE gets neglected for other lessons.	10	83.33	1	8.33	1	8.33	91.66	.406**	000	1
	Students being late makes me anxious.	9	75	2	16.67	1	8.33	88.88	.595**	000	7
	I feel anxious when I am criticized.	8	66.66	2	16.67	2	16.67	83.33	555 ** .	000	13
	I am concerned about the lack of adequate sports equipment.	9	75	1	8.33	2	16.67	83.33	.576**	000	19
	Some students skipping class makes me upset.	8	66.66	3	25	1	8.33	86.11	.632**	000	25
	The lack of interest of those concerned with	7	58.34	4	33.33	1	8.33	83.33	.568**	000	31

	physical education makes me worried.										
The second source (negative emotional response)	In rainy weather, I have an obsession with completing the PE lesson or withdrawing the students to class.	9	75	2	16.67	1	8.33	88.88	.621**	000	2
	Punish or dismiss students for not understanding a skill explanation during the lesson.	10	83.33	1	8.33	1	8.33	91.66	.658**	000	8
	I carry out the duties assigned to me or refrain from them	8	66.66	2	16.67	2	16.67	83.33	.485**	000	14
	Some stressful situations make my emotions unbalanced or tense.	8	66.67	3	25	1	8.33	86.11	.495**	000	20
	Most of the things I encounter are either harmful or beneficial.	8	66.66	2	16.67	2	16.67	83.33	.336**	000	26
	Does PE class make me tired or cheerful?	9	75	1	8.33	2	16.67	83.33	.595**	000	32
The third source (professional stress)	School burdens make me stay in my school or transfer to another school	8	66.66	2	16.67	2	16.67	83.33	.512**	000	3
	I feel upset in stressful situations.	8	66.66	2	16.67	2	16.67	83.33	.660**	000	9
	I deal harshly with some disruptive students in some situations, or I turn a blind eye to them in other situations.	10	83.33	1	8.33	1	8.33	91.66	.540**	000	15

	Most people are either good or not good.	9	75	2	16.67	1	8.33	88.88	.612**	000	21
	I get upset when I'm forced to do extra work.	8	66.66	2	16.67	2	16.67	83.33	.660**	000	27
	Try to fix others' mistakes or leave them	8	66.67	3	25	1	8.33	86.11	.545**	000	33
The fourth source (decision making)	My decisions are good in some situations and not good in others.	9	75	1	8.33	2	16.67	83.33	.492**	000	4
	I refuse to interfere in my work	9	75	2	16.67	1	8.33	88.88	.601**	000	10
	When I get upset with someone, I leave him completely	10	83.33	1	8.33	1	8.33	91.66	.580**	000	16
	When I consult others, my decisions are sometimes successful and sometimes unsuccessful.	8	66.67	3	25	1	8.33	86.11	.451**	000	22
	Some students' failure to master the skill makes me have to re-explain the skill or ignore it.	7	58.34	4	33.33	1	8.33	83.33	.581**	000	28
	When I encounter difficult situations, I make important decisions or ignore them.	10	83.33	0	0	2	16.67	88.88	.499**	000	34
The fifth source (overgeneralization)	I have been exposed to some turbulent situations that make me lose confidence in everyone.	10	83.33	1	8.33	1	8.33	91.66	.677**	000	5
	I am having difficulty getting students to learn a particular	8	66.67	2	16.67	2	16.67	83.33	.634**	000	11

	skill due to the increasing number of students.										
	I was upset because the student misunderstood how to learn a particular skill.	10	83.33	1	8.33	1	8.33	91.66	.619**	000	17
	I fear criticizing weak students for feeling like a failure.	9	75	1	8.33	2	16.67	83.33	.377**	000	23
	I seek to motivate the student to think and learn.	7	58.34	4	33.33	1	8.33	83.33	.369**	000	29
	Develop social relationships among students and acceptance of each other	8	66.67	3	25	1	8.33	86.11	.443**	000	35
The sixth source (selective abstraction)	I feel comfortable when I am alone.	7	58.34	4	33.33	1	8.33	83.33	.535**	000	6
	I get upset when I am forced to do extra work.	9	75	2	16.67	1	8.33	88.88	.496**	000	12
	I feel upset when I put forward an opinion and no one accepts it.	10	83.33	1	8.33	1	8.33	91.66	.557**	000	18
	I do my own work	8	66.67	3	25	1	8.33	86.11	.419**	000	24
	Independence develops the ability to succeed.	9	75	1	8.33	2	16.67	83.33	.443**	000	30
	I find it difficult to adapt to others	10	83.33	1	8.33	1	8.33	91.66	.545**	000	36

It is clear from Table No. (4) regarding the experts' opinion poll on the suitability of the statements for the scale of sources of binary thinking for some physical education teachers and instructors in the Republic of Iraq, that the relative importance of the experts' opinion agreement ranged between (90.66% to 80 %) . The researcher accepted an agreement rate of 80 % or more to accept the statement. Therefore, the researcher confirmed that the statements agree with the sources at a rate greater than 80 %. Thus, the scale in its final form contains (36) divided into (6) sources, and each source has (6) statements, as shown in Table No. (4). It is also noted that the highest consistency was recorded in question (statement) No. (5) with a percentage of (91.66)

and a correlation coefficient of (0.677**) and the dimension to which it belongs. The lowest consistency was recorded in question (statement) No. (26) with a percentage of (83.33) and a correlation coefficient of (0.336**).

Table 5. shows validity of internal consistency and relative importance of judges for time management scale in its final form and correlation coefficient for each statement and dimension to which it belongs. Judges n=12 basic sample is n=300.

Phrase	Suitable		Suitable and needs modification		Not suitable		relative importance	Correlation coefficient	degree of confidence	Phrase number
	repetition	100 %	repetition	100 %	repetition	100 %				
I have poor time management.	8	66.66	3	25	1	8.33	86.11	.250**	000	1
Encourage students to complete their work quickly.	10	83.33	1	8.33	1	8.33	91.66	.397**	000	2
I can control time	9	75	2	16.67	1	8.33	88.88	.297**	000	3
Some people prefer to consult me.	7	58.34	4	33.33	1	8.33	83.33	.379**	000	4
I can achieve the goals I strive for	8	66.66	3	25	1	8.33	86.11	.409**	000	5
Organize and manage time according to the data	7	58.34	4	33.33	1	8.33	83.33	.349**	000	6
Consider the students' levels when repeating the activity to be learned.	9	75	2	16.67	1	8.33	88.88	.423**	000	7
Encourage students to compete with each other.	8	66.66	2	16.67	2	16.67	83.33	.334**	000	8
I was annoyed by the students' lack of concentration during the exercises.	7	58.33	3	25	2	16.67	80.55	.523**	000	9
time flies	10	83.33	1	8.33	1	8.33	91.66	.430**	000	10
Organize time according to priorities	8	66.66	3	25	1	8.33	86.11	.407**	000	11
I have difficulty controlling time.	10	83.33	0	0	2	16.67	88.88	.218**	000	12
Putting the lesson in the last periods makes me not committed to time	7	58.34	4	33.33	1	8.33	83.33	.339**	000	13
Students being late to class wastes time.	8	66.67	3	25	1	8.33	86.11	.405**	000	14
I organize my time in the public areas of my life.	10	83.33	1	8.33	1	8.33	91.66	.340**	000	15
Take time to break the boredom barrier.	9	75	1	8.33	2	16.67	83.33	.368**	000	16

I get bored of doing the same thing over and over again.	8	66.67	2	16.67	2	16.67	83.33	.391**	000	17
I find it difficult to control time when dealing with others.	9	75	2	16.67	1	8.33	88.88	.313**	000	18
I want to work in another profession	7	58.34	3	25	2	16.67	80.55	.325**	000	19
Make sure to do your homework calmly.	9	75	3	25	0	0	91.66	.538**	000	20
Commit to the time allotted to explain each skill.	10	83.33	0	0	2	16.67	88.88	.427**	000	21
I refuse to be called during class	7	58.34	4	33.33	1	8.33	83.33	.492**	000	22
Fix errors immediately without wasting time.	8	66.67	2	16.67	2	16.67	83.33	.388**	000	23
Waiting makes me feel uncomfortable.	9	75	1	8.33	2	16.67	83.33	.375**	000	24
Investing time develops focus	8	66.67	3	25	1	8.33	86.11	.330**	000	25
Success is achieved by making the most of time.	11	91.66	0	0	1	8.33	94.44	.220**	000	26
Punctuality makes me anxious.	10	83.33	1	8.33	1	8.33	91.66	.394**	000	27
I do the work I am assigned to do.	7	58.34	4	33.33	1	8.33	83.33	.179**	000	28
I do my best to gain everyone's respect.	8	66.67	3	25	1	8.33	86.11	.272**	000	29
I can face challenges despite the tight time	10	83.33	0	0	2	16.67	88.88	.263**	000	30

Scale stability

The researcher confirmed the stability of the two scales of dual thinking sources and the time management scale using Cronbach's alpha coefficient as shown in Table No. (6).

Table 6. shows Cronbach's alpha coefficient

Phrases	Scale	Cronbach's alpha
36	Sources of binary thinking	862
30	Time management	822

Table (6) shows that the value of Cronbach's alpha coefficient for the scale of sources of binary thinking reached (862), which indicates that the statements are characterized by high validity and reliability for measuring the sources of binary thinking for some physical education teachers and instructors in the Republic of Iraq, as the scale's statements reached (36) statements. The value of Cronbach's alpha coefficient for the time management scale reached (822), as the

scale's statements reached (30) statements, which indicates that the scale enjoys high validity and reliability.

RESULTS

Presenting acceptance levels for averages according to the five-point Likert scale:

Table 7. Acceptance levels for averages according to five-point Likert scale

Sample orientation	Period
Doesn't apply to me at all	1.79-1
Not applicable	2.59-1.80
somewhat applicable	3.39-2.60
Applies to me	3.19-3.40
Applies to me perfectly	5-4.20

It is noted from Table (7) that it shows the acceptance levels of the averages according to the five-point Likert scale for basic studies, towards "strongly applies" which is the highest percentage (5-4.20), towards "applies" (3.19-3.40), towards "somewhat applies" (3.39-2.60), towards "does not apply" (2.59-1.80), and towards "does not apply at all" with a percentage (1.79-1), which is the lowest among the periods.

Table 8. shows average answers of research sample members to statements of sources of binary thinking and its relationship to time management n=32

Source	Sample orientation	Percentage	Standard deviation	Mean	Sample size	Doesn't apply to me at all	Does not apply to me	Applies to some extent	Applies to me	Applies to me perfectly	Phrase number				
The first source (anxiety)	Applies to me perfectly	28.6	.970	4,300	329	6	13	35	92	182	1				
	Applies to me perfectly	22.0	1.196	3.914	329	16	34	52	87	140	7				
	Applies to me perfectly	16.2	1.246	3.620	329	20	53	62	91	103	13				
	Applies to me perfectly	23.3	1.206	3.963	329	18	28	52	82	148	19				
	Applies to me perfectly	20.6	1,099	3.927	329	10	31	52	105	131	25				
	Applies to me	19.5	1.018	3.775	329	10	19	66	124	110	31				
Average overall source of anxiety	Applies to me perfectly	22.45	1.123	3,917	329	80	178	319	518	726	0.00		0.00	0.00	0.00
	Applies to me	19.7	1.233	3.775	329	18	42	61	83	125	2				

The second source is negative emotional response.	perfectly										
	Applies to me perfectly	20.8	1.257	3,778	329	15	54	52	76	132	8
	Applies to me perfectly	17.5	1.141	3,787	329	12	39	67	100	111	14
	Applies to me perfectly	14.5	1.287	3,471	329	28	55	72	82	92	20
	Applies to me	20.9	1.114	3.617	329	19	36	69	133	72	26
	Applies to me perfectly	17.3	1.073	3.841	329	10	27	78	104	110	32
Overall average of the response source	Applies to me perfectly	18:45	1.184	3,711	329	102	253	399	578	642	0.00
The third source is professional pressure.	Applies to me perfectly	19.8	1.254	3.732	329	19	43	71	70	126	3
	Applies to me perfectly	22.0	1.153	3.966	329	13	34	44	98	140	9
	Applies to me perfectly	21.2	1.196	3,899	329	19	28	55	92	135	15
	Applies to me	14.6	1.263	3.462	329	25	61	65	93	84	21
	Applies to me perfectly	19.8	1.054	4,003	329	12	21	47	123	126	27
	Applies to me	15.3	1.144	3.617	329	18	34	92	97	88	33
Overall average of the occupational stress axis	Applies to me perfectly	18.78	1.177	3,779	329	136	221	374	573	699	0.00
The fourth source is decision making.	somewhat applicable	17.0	1.122	3.455	329	22	35	108	99	65	4
	Applies to me	24.6	1.422	3,079	329	64	61	56	81	67	10
	Applies to me	17.9	1,170	3,817	329	22	23	59	114	111	16
	somewhat applicable	14.3	1,260	3.121	329	33	81	91	61	63	22
	somewhat applicable	15.7	1.217	3,346	329	33	41	100	89	66	28
	Applies to me perfectly	19.2	.996	3.987	329	7	18	69	113	122	34
General source of	Applies to me	18.11	1.197	3,468	329	181	259	483	557	494	0.00

decision-making axis											
The fifth source is overgeneralization.	Applies to me perfectly	18.6	1.153	3,811	329	14	33	72	92	118	5
	Applies to me	18.1	1.123	3.823	329	15	30	61	115	108	11
	Applies to me perfectly	22.8	1.143	4,009	329	15	26	45	98	145	17
	Applies to me	15.7	1,150	3,580	329	16	45	84	100	84	23
	Applies to me perfectly	18.7	1.154	3.753	329	17	37	56	119	100	29
	Applies to me	34.0	1.194	3.486	329	25	46	74	112	72	35
Overall average of the overgeneralization axis	Applies to me	21.31	1.152	3,711	329	102	217	392	636	627	0.00
The sixth source of selective abstraction	Applies to me	14.0	1.254	3,386	329	26	64	73	89	77	6
	Doesn't apply to me at all	17.1	1.361	2.474	329	109	73	65	46	36	12
	Applies to me perfectly	14.3	1,280	3,468	329	27	56	73	82	91	18
	Applies to me perfectly	16.2	1.228	3,650	329	19	50	61	96	103	24
	Applies to me perfectly	22.2	.915	4.173	329	6	12	42	128	141	30
	Applies to me	12.7	1.338	3,307	329	39	62	67	81	80	36
Average Emotional Abstraction	Applies to me perfectly	16.1	1.229	3,409	329	217	317	381	522	528	0.00

It is noted from Table (8) that the average responses of the research sample to the phrases of the source of (anxiety) constitute high acceptance, as the averages ranged between (3.927 - 4.300), and the arithmetic average for the source as a whole was (3.917), and the average standard deviation was (1.123), and the direction of the sample's responses to the source of anxiety was towards "applies to me completely" with a value of (726). It is also noted from the table above regarding the second source, the negative emotional response from the average responses of the research sample individuals, that it constitutes high acceptance, as the averages ranged between (3.471 - 3.841), and the arithmetic average for the source as a whole was (3.711), and the average standard deviation was (1.184), and the direction of the source was towards "applies to me completely" with a value of (642) . Looking at the table above, regarding The third source concerns professional pressures. The sample's answers constitute a high acceptance, as the averages ranged between (4.003 - 3.462), and the arithmetic mean for the source as a whole was about 3.779 , with an average standard deviation of (1.177), and the source's trend towards "applies completely" reached a value of (699) . It is also noted from The table above The average

responses of the fourth source, decision-making, indicate that they constitute high acceptance, as the arithmetic means ranged around (3.079 - 3.887), and the arithmetic mean for the source as a whole was (3.468), and the arithmetic mean of the standard deviation was (1.197), and the trend of the source towards "applies to me" reached (557) . Looking at the table above, the arithmetic means of the fifth source, overgeneralization, ranged between (3.486 - 4.009), and the arithmetic mean for the source as a whole was (3.409), and the average standard deviation was (1.229), and the trend of the sample towards "applies to me " reached (636). It is also noted from the table above that the arithmetic means of the source of selective abstraction indicate high acceptance, as the arithmetic means ranged around (3.307 - 4.173). mean for source as a whole was (3.409), and the arithmetic mean for the standard deviation was (1.229), and the sample trend towards "applies completely" was (528).

Table 9. shows general average of time management scale

Scale	Sample orientation	Percentage	Standard deviation	Mean	Sample size	strongly disagree	I do not agree	I somewhat agree	I agree	I strongly agree	Phrase number
Time management	I somewhat agree	16.8	1.077	2.98	329	22	97	107	72	31	1
	I agree	24.5	.874	3.89	329	2	22	68	156	81	2
	I agree	24.7	.865	4.03	329	4	14	52	157	102	3
	I agree	19.7	1.124	3.40	329	26	41	88	125	49	4
	I agree	23.3	1.028	3.95	329	10	29	35	148	107	5
	I agree	23.6	1.105	3.77	329	21	24	50	150	84	6
	I agree	20.9	.920	4.13	329	8	7	51	130	133	7
	I agree	23.4	.908	3.94	329	4	20	62	149	94	8
	I agree	22.0	.972	3.77	329	8	25	79	140	77	9
	I agree	18.7	1.015	3.69	329	8	32	92	119	78	10
	I agree	19.7	.942	3.83	329	5	19	92	125	88	11
	I agree	13.1	1.275	3.36	329	28	63	83	73	82	12
	somewhat agree	15.4	1.196	3.27	329	23	76	75	98	57	13
	I agree	20.3	1.064	3.80	329	10	35	61	129	94	14
	I agree	17.1	1.146	3.40	329	23	23	90	109	59	15
	I agree	18.7	1.249	3.54	329	31	41	57	119	81	16
	I somewhat agree	12.9	1.236	3.35	329	23	69	82	80	75	17
	I agree	21.5	1.145	3.95	329	14	28	56	94	137	18
	I agree	14.6	1.234	3.55	329	19	59	65	93	93	19
	I agree	22.8	.919	3.98	329	3	23	54	145	104	20
	I agree	22.5	.952	3.91	329	6	22	22	143	95	21
	I agree	20.8	1.025	3.92	329	9	26	55	132	107	22
	I agree	25.0	.776	4.13	329	3	3	53	159	111	23
	I agree	18.2	1.112	3.54	329	15	47	81	116	70	24
	I agree	22.0	.998	3.80	329	8	29	68	140	84	25
	I agree	20.1	1.119	3.70	329	16	37	62	128	86	26
	I agree	21.1	1.133	3.57	329	19	45	63	134	68	27
	I agree	17.5	1.153	3.50	329	19	49	79	111	71	28
	I agree	20.6	1.022	3.78	329	7	35	69	131	87	29
	I agree	27.7	.911	3.89	329	9	17	51	176	76	30
General average	OK	26.53	1.049	3.71	329	13.4	35.23	67.76	126.0	85.4	0

Table (9) shows the general average of the time management scale.

It is noted from Table (9) that the average answers of the research sample members to the time management scale statements constitute relative acceptance, as the averages ranged between (2.98 -4.13), and the total arithmetic mean for the source was (3.71), and the general average for the standard deviation was (1.049), and the sample's tendency towards agreement was (126.0).

Discussion

There is a consistency relationship between the questions posed and the dimension to which the statement belongs to the source of anxiety for the scale of sources of dual thinking for physical education teachers and instructors, as the highest internal consistency was recorded in statement (25) from the first source (anxiety) with a consistency of (.632**) and the lowest consistency in statement (1) with a consistency of (.406**).

It is noted from Table (7) that the average answers of the research sample to the statements of the source of (anxiety) constitute a high acceptance, as the averages ranged between (3.927 - 4.300), and the arithmetic mean for the source as a whole was (3.917), and the average standard deviation was (1.123), and the direction of the sample's answers to the source of anxiety was towards "applies completely" with a value of (726) .

It is clear that the source of anxiety is considered one of the negative sources that pose a threat to the level of thinking of teachers and instructors in carrying out the duties assigned to them, which prevents them from achieving the required goals and their inability to find the optimal solution in facing challenges by choosing the appropriate thinking in facing the circumstances surrounding them. Because it leaves many unwelcome behaviors and thus reflects on their dealings with others, especially teaching profession and its impact on students as they learn everything from physical skills, behaviors and ethical conduct. Therefore, teachers are required to have a high degree of balance when delivering lessons.

(Alawi, 2012) states that anxiety usually occurs when the athlete or practitioner of physical activity feels weak, insecure or incapable when faced with tasks and responsibilities that they feel are beyond their capacity and ability, or in the event that they are disturbed by some negative knowledge related to their expected level of performance required to be accomplished. Anxiety has multiple symptoms, perhaps the most important of which are: tension, instability, discomfort, irritability, nervousness, poor ability to concentrate and pay attention, absent-mindedness, heart palpitations, excessive sweating, loss of appetite, insomnia, high blood pressure, and talking about disturbing thoughts or being preoccupied with them. Osama Kamel Rateb (Rateb, 2000) explains that anxiety is one of the important emotions, and it is viewed as one of the most important psychological phenomena that affect the performance of athletes. This effect may be positive, pushing them to exert more effort, or negative, hindering performance.

This study agrees with the study of Shamouri Kamelia (2013) entitled "Anxiety and its Relationship to Professional Compatibility among Male and Female Teachers in the Primary Stage , " which concluded that there is a relationship between anxiety and professional disparity, and that the greater the anxiety, the less professional compatibility, and vice versa, the more anxious the anxiety, the greater the professional compatibility.

It is noted from Table No. (4) that there is a consistency relationship between the questions posed and the dimension to which the phrases belong, the source of the negative emotional response, for the scale of the sources of binary thinking for physical education teachers and instructors, as the highest internal consistency was recorded in phrase (8) from the second source (negative emotional response), with a consistency of (.658**), and the least consistency was recorded in phrase (26), with a consistency of (.336**) . It is noted from Table (7) that the average answers of the research sample to the phrases of the source (negative emotional response) constitute a high acceptance, as the averages ranged between (3.471 - 3.841), and the arithmetic mean for the source as a whole was (3.711), and the average standard deviation was (1.148), and the direction of the sample's answers to the source of the negative emotional response was towards "applies to me completely", with a value of (642) .

(Lewis, 1981) confirms that when emotions have a negative impact, the athlete shows fear, anxiety and loss of self-confidence, which hinders his work when concentrating on solving the required tasks. This is where psychological pressure takes effect, posing a great danger to the

individual or the player . The researcher believes that negative emotions resulting from situations and variables of some behaviors that occur between students in the schoolyard, such as aggressive behaviors among them or between the student and the teacher as a result of his unwillingness to attend class or evading class, have clear effects on the emotional response of teachers and instructors.

These responses are based on the loss of the ability to concentrate and the lack of balance in finding appropriate solutions to control these situations and variables. This study is consistent with the study (Amani, 2023) entitled "The Impact of Emotional Regulation Strategies on Emotions and Rational Decisions among First Cycle Female Teachers in the Sultanate of Oman," which found low levels of negative emotions (anger and anxiety) among students in classrooms, and an average level of use of the expressive suppression strategy.

It is noted from Table No. (4) that there is a consistency relationship between the questions posed and the dimension to which the statements belong to the source of professional pressures for the scale of sources of dual thinking for physical education teachers and instructors, as the highest internal consistency was recorded in statement No. (9) and statement No. (27) from the third source (professional pressures) with a consistency of (.660**) and the lowest consistency in statement No. (3) with a consistency of (.512**). It is noted from Table (7) that the average answers of the research sample to the statements of the source (professional pressures) constitute a high acceptance, as the averages ranged between (3.462 - 4.003), and the arithmetic mean for the source as a whole was (3.779), and the average standard deviation was (1.177), and the direction of the sample's answers to the source of professional pressures was towards "applies completely" with a value of (699) .

It is noted that sources of professional stress constitute a heavy burden on physical education teachers and instructors due to several factors, including the increasing number of students, the scarcity of available equipment, the lack of infrastructure represented by the duplication of schools, the lack of playgrounds and playgrounds, the small number of classes distributed in the weekly schedule, the small monthly salaries, and the low wages paid to district and sub-district teachers, as they do not commensurate with their presence in these schools. This has a negative impact on their work, which is reflected in the nature of their social relationships with the educational and medical staff .

Johnson (Johnson et al. , 2005) confirms that work stress has become a general phenomenon in the field of human and social services, and teaching is one of these fields, if not the most important. Teachers are considered among the people most exposed to stress, as the results of numerous studies indicate that the teaching profession is one of the professions that causes the most stress for its workers, ranking second among the twenty-six professions compared in their study .

Kuchinsky (2009) indicates that the teaching profession ranked second on the list of the most stressful professions in the United States. United States after the medical profession. The National Union of Teachers (NUT) report in Britain (2008) indicates that teaching came first as a stressful profession, ahead of professions such as nursing, administration, human services, security officers and transport.

Such circumstances that physical education teachers go through constitute an obstacle to their career future and social stability, which constitutes an obstacle to creating stability and psychological balance in carrying out the duties assigned to them, forcing them not to be employed and to look for another job or leave the job. This study agrees with the study of Lopez et al. (Lopez.et.al. , 2020) Its title is: Professional Stress and Burnout among Teachers and Their Relationship to Job Dissatisfaction in a Sample ((1361) This study found a link between

occupational stress, burnout, and dissatisfaction, and between personal and psychological factors and environmental factors .

It is noted from Table No. (4) that there is a consistency relationship between the questions posed and the dimension to which the statements belong to the source of decision-making speed for the scale of dual thinking sources for physical education teachers and instructors, as the highest internal consistency was recorded in statement No. (10) from the fourth source (decision-making) with a consistency of (.601**) and the lowest consistency in statement No. (22) with a consistency of (.451**).

It is noted from Table (7) that the average answers of the research sample to the statements of the source (decision-making) constitute a high acceptance, as the averages ranged between (3.079 - 3.987), and the arithmetic mean for the source as a whole was (3.468), and the average standard deviation was (1.197), and the direction of the sample's answers to the source of decision-making was towards "applies to" with a value of (557) .

The researcher believes that it is of utmost importance for physical education teachers and instructors to make decisions based on the situations they face in their social lives and in performing the work assigned to them. These decisions differ from one teacher to another based on individual differences, cultural level, social upbringing, environment, and the role entrusted to them in organizing work continuously from morning and performing the students' line-up until their departure, as well as the roles represented by holding school championships, participating in sports races and festivals, training school teams and scouting teams, and participating in school tournaments held by education directorates.

These constitute efforts that require taking many balanced decisions. Sometimes these decisions are inconsistent, causing adverse results, especially if these decisions are quick and based on anger and nervousness. They do not aim to achieve the desired goals, but rather contribute to creating crises as a result of losing control over mental perceptions, which causes distraction, unlike the person who is calm and focused, whose decisions are consistent with the interest of everyone.

(Ahmed 2014) states: The decision-making process by physical education teachers depends on their self-confidence, whether it is within Classes, procedures, dealing with students, controlling classroom management, controlling the progress of the educational process, and forming successful relationships in the school, whether the relationship is with teachers, students, or the administrative staff, and his leadership of the educational process to success. We find that the teacher who has confidence has the ability to build relationships that distinguish him from others, even on the level of his life as a whole. He also has a kind of self-motivation that pushes him to work with strength and passion, giving all his energies, so his decisions are bold and realistic in a way that is consistent with the effort he provides.

This study agrees with the study (Kholoud, 2014) entitled "The ability to make decisions among male and female physical education teachers in secondary schools in Baghdad," which concluded that the field of participation in decision-making did not achieve a very good result, as it came in last place, and recommended that male and female teachers participate in courses related to professional culture.

It is noted from Table No. (4) that there is a consistency relationship between the questions posed and the dimension to which the statements belong to the source of overgeneralization of the scale of sources of binary thinking for physical education teachers and instructors, as the highest internal consistency was recorded in statement No. (5) from the fourth source (overgeneralization) with a consistency of (.677**) and the lowest consistency in statement No. (29) with a consistency of (.369**).

It is noted from Table (7) that the average answers of the research sample to the phrases of the source (overgeneralization) constitute a high level of acceptance, as the averages ranged between (4.009 3.486 -) The arithmetic mean for the source as a whole was (3.711) and the average standard deviation was (1.152) and the direction of the sample's answers for the source of overgeneralization was towards "applies to me " with a value of (636) .

Leahy confirms , 1996) Overgeneralization is a way of thinking that is associated with many types of disorders. Partial experiences are often generalized negatively. For example, directing unintended criticism means (he is a failure who does not feel like thinking). Failure to achieve a goal, even partially, may mean (he is unable to achieve his aspirations in life). If he loses a friend or companion, it may mean (he has lost all his friends). Perhaps the fears of feeling social rejection that individuals suffer from are in fact the result of generalizing negative news. Corey (2008) Overgeneralization is one aspect of cognitive distortions that leads to adopting extreme beliefs based on a specific incident, and then the individual tends to apply these beliefs incorrectly to incidents that are not similar to the previous incident .

The researcher concluded that overgeneralization represents one of the negative variables of the binary thinking scale according to the multiple situations that the physical education teacher is exposed to during his work while delivering the physical education lesson. For example, when explaining a certain skill, such as scoring a three-pointer in basketball, he may notice that the students do not understand this skill for several reasons, including not doing the necessary training during the lesson units, the lack of goals, and the scarcity of balls available, which puts him in a difficult position in how to convey the information to them due to their not practicing this game. He is forced to generalize that students at this stage do not learn, and therefore seeks to leave explaining this skill to all students in the future. The same situation occurs if he is exposed to a situation of rejection from someone. He will find that everyone has the characteristic of rejection if a request is made by another person.

This study is consistent with the study (Sara Mohamed Sadek, 2024) on the psychometric properties of the cognitive distortions scale for Minia University students . Which reached the presence of statistically significant differences and the scale phrases measure excessive generalization as it revolves around exaggerating the perception of distorted negative events and ignoring the positives that happen to university students (11)

It is noted from Table No. (4) that there is a consistency relationship between the questions posed and the dimension to which the statements belong to the source of selective abstraction for the scale of sources of binary thinking for physical education teachers and instructors, as the highest internal consistency was recorded in statement No. (18) from the sixth source (selective abstraction) with a consistency of (.557**) and the lowest consistency in statement No. (24) with a consistency of (.419**). It is noted from Table (7) that the average answers of the research sample to the statements of the source (selective abstraction) constitute a high acceptance, as the averages ranged between (4.173 2.468 -) The arithmetic mean for the source as a whole was (3.409) and the average standard deviation was (1.229) and the direction of the sample's answers for the source of selective abstraction was towards "applies to me completely" with a value of ((528 .

Alford & Beck (2009) view transitional abstraction as focusing on small details taken out of context while ignoring other salient features, and visualizing the entire situation or event on the basis of this part. Corey adds , 2008) that selective abstraction is represented by creating a copy based on looking at the event and its details in isolation from any other evidence or events in this process, where much other information is ignored and the most important point in the event is completely excluded. The assumption here is: that events that have value and weight are those events that have value in failure and deprivation. This study agrees with the study of Ghufran Farih

Radi, entitled "Constructing and Standardizing a Scale of Distortions among Physical Education Teachers in Maysan Governorate," which concluded that there were statistically significant differences in the dimensions of the scale of cognitive distortions among physical education teachers. (12)

Through what was presented from the discussion of the sources of the dual thinking scale for some physical education teachers and instructors in the Republic of Iraq, we see the validity of the first hypothesis, which dealt with "constructing a scale of the sources of dual thinking for some physical education teachers and instructors in the Republic of Iraq." Accordingly, the first hypothesis was achieved.

Looking at Table No. (5), there is a consistency relationship between the questions posed and the dimension to which the statements belong to the time management scale for physical education teachers and instructors, as the highest internal consistency was recorded in Statement No. (20) with a consistency of (.538**) and the lowest consistency in Statement No. (28) with a consistency of (.179**). It is noted from Table (9) that the average answers of the research sample to the statements of the time management scale constitute a high acceptance, as they ranged from

Averages between (4.13 2.98 -) The arithmetic mean for the source as a whole was (3.71) and the average standard deviation was (1.049) and the direction of the sample's answers to the time management scale was towards "OK".

Dahmani (2017) states that time management is one of the most important foundations that a successful teacher relies on to manage a physical education class. Therefore, poor time management, i.e. any of the class management processes, necessarily reflects on the educational results, especially achieving the educational goal of the class. Which leads to satisfaction with performance, so it is necessary to pay attention to time management. Some teachers do not care about time and do not use it effectively and do not view time as something important and extremely important, so we find them performing tasks that are in fact not important and do not have the ability to perform tasks according to

This study is consistent with the study of Majida Abdul-Ilah Abdul-Sattar (2016) entitled "Time Management and its Relationship to Leadership Behavior among Teachers of the College of Physical Education and Sports Sciences", which concluded that there is a significant correlation between time management and leadership behavior among teachers of physical education and sports sciences. Based on what has been presented, it is clear that the second hypothesis has been achieved, which includes "Time management can be measured for some physical education teachers in the Republic of Iraq.

Table No. (10) shows the correlation coefficient between the sources of the binary thinking scale for physical education teachers and its teachers and its relationship to time management.

No.	Source	Correlation coefficient for time management	degree of confidence
1	anxiety	.122 *	.027
2	negative emotional response	.117 *	.033
3	Professional pressures	.148 **	.007
4	decision making	.102	.065
5	overgeneralization	.128 *	.020
6	selective abstraction	-.029-	.597

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

It is noted from Table No. (10) regarding the correlation coefficient between the sources of the binary thinking scale for physical education teachers and instructors and the time management scale that there is a correlation between the sources of the binary thinking scale for physical education teachers and instructors in the Republic of Iraq and the scale. Time management, where the correlation between the first source (anxiety) and the time management scale ranged at (0.122 *) and the confidence level reached (0.027), and there was a correlation between the second source (negative emotional response) and the time management scale, where the correlation coefficient reached (0.117 *) and the confidence level reached (0.33). It is also noted from the table above that there is a correlation between the third source (professional pressures) and the time management scale, where the correlation coefficient is (0.148 **), and it represents the highest correlation among the other sources, with a confidence level of (0.007). It is also noted that there is a correlation between the fourth source (decision making) and the time management scale, where the correlation coefficient is (0.102) and a confidence level of (0.065), which indicates that there is no statistically significant relationship. Looking at the table above, it is noted that there is a correlation between the fifth source (overgeneralization), as the correlation coefficient is (0.128 *) and a confidence level of (0.020) with the time management scale. It is also noted from the table above that there is a non-significant inverse correlation between the source of selective abstraction and the time management scale, as the inverse correlation coefficient is about (-0.029) and a confidence level of (0.597). Through this presentation, it is clear to us from the table above that there is a correlation between the sources of the binary thinking scale for some physical education teachers in the Republic of Iraq and the time management scale, and the presence of a non-significant inverse relationship with the source of selective abstraction. Through what has been presented, it is clear to us that the third hypothesis has been achieved, which includes "There are statistically significant differences between the sources of binary thinking and the time management scale for some physical education teachers in the Republic of Iraq. "

CONCLUSIONS

The respondents' agreement on the source of anxiety is that it constitutes a relatively high acceptance, and the arithmetic mean for the source as a whole reached (3.917), and the sample's answers to the source of anxiety tended towards "applies to me." This shows that the respondents were affected by the source of anxiety. The respondents' opinion on the source of the negative emotional response was agreed upon, as it constitutes a relatively high acceptance, and the arithmetic mean for the source as a whole was (3.711), and the sample's answers to the source of the negative emotional response tended towards "applies to me." This shows that the respondents were affected by the source of the negative emotional response. The respondents' opinion on the source of professional pressures was relatively high, and the arithmetic mean for the source as a whole was 3.779 . The sample's answers to the source of professional pressures tended towards "applies to me." This shows that the respondents' influence on the source of professional pressures is evident. The respondents' agreement on the source of decision-making is that it constitutes a relatively high acceptance, and the arithmetic mean for the source as a whole was (3.468), and the sample's answers to the source of decision-making tended towards "applies to me." This shows that the respondents' influence on the source of decision-making is evident. The respondents' agreement on the source of overgeneralization is that it constitutes a relatively high acceptance, and the arithmetic mean for the source as a whole reached (3.409), and the sample's answers to the source of overgeneralization tended towards "applies to me." This shows that the respondents' influence on the source of overgeneralization is evident. The respondents' opinion on the source of selective abstraction was agreed upon, as it constitutes a relatively high acceptance, and the arithmetic mean for the source as a whole was (3.409), and the sample's answers to the source of

selective abstraction were in the direction of "applies to me." This shows that the respondents were influenced by the source of selective abstraction. The respondents' agreement on the time management scale is that it constitutes a relatively high acceptance, and the arithmetic mean for the scale as a whole was (3.71), and the sample's answers to the time management scale tended towards agreeing. This shows that the respondents were influenced by the time management scale.

RECOMMENDATIONS

These sources can be used to measure the dual thinking of teachers and instructors in the Republic of Iraq, with emphasis on studying other sources related to the dual thinking scale. Preparing plans and programs by the Ministry of Education and the General Directorates to intensify educational and psychological courses to develop their scientific, social, psychological and cultural competence. Follow up with the specialist supervisors through continuous guidance and intensified field visits to them. Paying attention to the infrastructure, providing suitable playgrounds, and ensuring that physical education lessons are included in the first periods of the weekly schedule. Emphasizing the expansion of classes and not crowding students into one class, so that it does not exceed (35) at most. Increasing the number of physical education classes to two per week for all levels instead of one, especially for middle and secondary levels. Commitment to the physical education lesson plan according to the annual and monthly curriculum prepared by the School Activities Directorate for each governorate of the country.

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