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Mood-Based Thinking and Its Relationship to Decision-Making among Physical Education Teachers in Baghdad Secondary Schools

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ORIGINAL STUDY

Mood-Based Thinking and Its Relationship to Decision-Making among Physical Education Teachers in Baghdad Secondary Schools

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Abstract

The importance of this research is based on investigating mood-based thinking in physical education teachers, as well as the relation to decision making in secondary schools within the Directorate of Education in Baghdad Governorate. Consequently, this contributes to granting teachers a positive role in carrying out their responsibilities correctly and efficiently. The research problem focuses on the two variables of mood-based thinking and decision-making among physical education teachers in secondary schools within Baghdad Governorate, given their positive role and the need to identify the outcomes of such decisions in professional performance and their influence on students. The study therefore sought to investigate these variables. The objectives of the study were to construct measurement scales for mood-based thinking and decision-making among physical education teachers in secondary schools affiliated with the Baghdad Directorate of Education (Rusafa and Karkh), to identify the current status of both variables among these teachers, and to determine the nature of the correlational relationship between them within the studied community. Methodologically, the researchers employed the descriptive approach using the survey method and correlational analysis. The research population was consisted of 90 male and female physical education teachers randomly selected from schools affiliated with the Rusafa and Second Karkh Directorates of Education. The research concluded that it is feasible to create a scientific tool for assessing mood-based thinking among teachers of physical education in secondary schools within Baghdad Governorate (Rusafa and Karkh). Moreover, the results showed a high level of the research sample on both variables, mood-based thinking, and decision-making.

Keywords: Mood-based thinking, Decision-making, Physical education teachers, Secondary schools

1. Introduction

1.1. Research introduction and significance

Sports psychology is one of the most important fields within athletic activity, playing a fundamental role in addressing many of the challenges faced by athletes and in enabling them to achieve the desired level of performance across various sporting events. It is a discipline that explores the inner self of the athlete to uncover its depths, thereby contributing to the holistic development of the athlete's personality and preparing them more effectively to cope with the circumstances and demands they may encounter (Hanafi, 2012).

Mood-based thinking is a compound concept derived from the interaction between thought and the prevailing mood of the teacher. It reflects the teacher's emotional state through the manner in which they interact with students, shaped by their particular mood patterns. This, in turn, generates a type of thinking that expresses emotions, mood, and the teacher's approach during the lesson. Such thinking may influence the level of teaching and the cognitive dimension of the process, leading to varied behaviors and responses—whether positive or negative—throughout the classroom experience.

Making sound and well-considered decisions is a fundamental and essential objective of education,

contributing positively to education across its various stages. This aspect is no less important than acquiring scientific knowledge or developing the diverse skills of physical education teachers. The educational role is crucial in the area of decision-making, since physical education teachers have the responsibility of not only transmitting physical skills, but of providing counsel and encouraging the overall development of students. Their advisory and teaching work implies a systematic and fair approach, and the traits of their cognition under the influence of their mood might intervene in the decisions they make in classroom situations and in situations of sport and training activity.

1.2. Research problem

Drawing on the researchers' modest experience as a physical education teacher within the Directorate of Education in Baghdad Governorate, it was deemed necessary to investigate certain psychological variables among physical education teachers in secondary schools under this directorate—specifically mood-based thinking and decision-making—given their positive role in the teaching process.

Teachers must maintain a balanced mindset, free from surrounding negativities and daily pressures, as these may be reflected in the outcomes of their thinking and in the extent to which such outcomes are linked to making well-considered and accurate decisions grounded in knowledge and awareness of their consequences.

Hence, the research problem lies in examining the variables under investigation—mood-based thinking and decision-making—among physical education teachers in secondary schools within the Directorate of Education in Baghdad Governorate.

1.3. Research objectives

1. To construct a scale for measuring mood-based thinking among physical education teachers in secondary schools within the Directorate of Education in Baghdad Governorate.
2. To construct a scale for measuring decision-making among physical education teachers in secondary schools within the Directorate of Education in Baghdad Governorate.
3. To identify the current status of both variables—mood-based thinking and decision-making—among physical education teachers in secondary schools within the Directorate of Education in Baghdad Governorate.
4. To examine the nature of the correlational relationship between mood-based thinking and decision-making among physical education

teachers in secondary schools within the Directorate of Education in Baghdad Governorate.

1.4. Scope of the study

- **Human Scope:** Physical education teachers in secondary schools within the Rusafa and Karkh districts affiliated with the Directorate of Education in Baghdad Governorate.
- **Temporal Scope:** From November 5, 2022, to March 8, 2023.
- **Spatial Scope:** Secondary schools in the Rusafa and Karkh districts affiliated with the Directorate of Education in Baghdad Governorate.

2. Research methodology and field procedures

2.1. Research method

The researchers used the descriptive method, using both the survey and correlational approaches.

2.2. Research population and sample

The research population consisted of physical education teachers working in the secondary schools of Baghdad during the 2002-2023 academic year. It included 90 teachers of both genders. Among these, 37 came from the Rusafa Directorate of Education and 53 from the Karkh Directorate of Education. A total of 10 teachers were selected as a pilot study sample, comprising 11.11% of the total research population. The pilot study was conducted over a period of one month, followed by the implementation of the final study.

The sample for scale construction was selected using the census method, which encompassed the entire research population. Accordingly, 90 individuals (male and female teachers) were included as the sample for constructing the mood-based thinking and decision-making scales, representing 100% of the original population. The same 90 individuals (male and female teachers) were also used as the application sample for the study. Table 1 presents these details.

3. Field research procedures (Procedures for identifying variables)

3.1. Procedures for measuring mood-based thinking and decision-making among physical education teachers in Baghdad secondary schools

In order to measure the study variables—mood-based thinking and decision-making among physical education teachers in Baghdad secondary schools—

Table 1. Distribution of the research population and sample with percentages.

No.	Sample	Total Population	Research Sample	Pilot Study Sample
1	Physical Education Teachers	90	90	10
	Percentage	100%	100%	11,1111%

Table 2. Presents the degree of importance and the relative importance of the domains of the mood-based thinking scale for physical education teachers.

No.	Domains	Degree of Importance	Relative Importance	Nomination Acceptance Yes	No
1	Problem-solving ability	130	86%	✓	
2	Scientific Thinking	135	90%	✓	
3	Mood Balance	140	93%	✓	
4	Visual Perception	70	46.66%		✓
5	Emotion	120	80%	✓	

the researchers were required to construct the two necessary scales. This process was carried out in accordance with the following steps and procedures:

– **Planning for the Construction of the Two Scales and Defining Their Objectives and Purpose**
The objective of constructing the mood-based thinking and decision-making scales for physical education teachers is to develop scientifically valid measurement tools.

– **Defining the Domains of the Mood-Based Thinking and Decision-Making Scales for Physical Education Teachers**
After adopting the theoretical frameworks for the concept of mood-based thinking among physical education teachers as the basis for formulating the domains and constructing the scale items, the researchers divided the scale into its primary components, with each component representing a specific domain or dimension. By reviewing relevant sources and related literature, the researchers were able to identify four domains for the mood-based thinking scale for physical education teachers, as well as four domains for the decision-making scale for physical education teachers. To verify the validity of these domains, the researchers presented them to a group of experts and specialists in psychology, teaching methods, testing and measurement. Table 2 illustrates these results.

Table 2 presents the degree of relative importance, the percentage of relative importance, and the acceptance of nomination for the domains of the mood-based thinking scale, which consists of five domains: problem-solving ability, scientific thinking, mood moderation, visual perception, and emotionality. The results indicated that all domains were accepted, each achieving an importance score higher than 80 points and a percentage of relative importance greater than 53.33%. Only one domain, visual percep-

tion, was excluded, as it achieved an importance score of 70 points and a percentage of relative importance of 46.66%, which are both below the required threshold. Consequently, this domain was eliminated, leaving only four domains to be retained.

Table 3 shows the relative importance degree, percentage relative importance, and acceptance of nomination for decision-making scale domains with four domains: decision-making strength, self-confidence, cognitive dimension, and responsibility. The results showed all domains were accepted, with each receiving an importance score of over 80 points and a percentage of relative importance greater than 53.33%. All four nominated domains for the decision-making scale were thus accepted.

3.2. Formulation and preparation of the items for the mood-based thinking and decision-making scales

To collect, prepare, and formulate an appropriate number of items designed to measure the domains of both mood-based thinking and decision-making among physical education teachers, the researchers reviewed relevant sources, literature, and previous studies. Based on this review, forty (40) items were constructed for the Mood-Based Thinking Scale, and thirty (30) items were developed for the Decision-Making Scale. These items were subsequently presented to fifteen (15) experts and specialists in sport psychology, teaching methods, measurement.

To determine the validity of the remaining items, both the percentage of expert agreement and the Chi-square test (χ^2) were applied. Items were retained if they achieved at least 75% expert agreement and if the calculated χ^2 value exceeded the critical value of 3.84 at the 0.05 significance level with one degree of freedom. As a result, 30 items remained in the Mood-Based Thinking Scale following the exclusion of 10 items, while the Decision-Making Scale was reduced to 24 items after the elimination of 6 items, as determined by the experts and specialists.

Table 3. Presents the degree of importance and the relative importance of the domains of the decision-making scale for physical education teachers.

No.	Domains	Degree of Importance	Relative Importance	Nomination Acceptance	
				Yes	No
1	Decision-Making Strength	130	86%	✓	
2	Self-Confidence	120	%73	✓	
3	Cognitive Dimension	140	93%	✓	
4	Responsibility	120	80%	✓	

3.3. Preparation of the scale instructions

To complete the preliminary form of the two scales—the Mood-Based Thinking Scale and the Decision-Making Scale—the researchers developed a set of instructions for physical education teachers. These instructions were designed to guide the participants during the administration of the study to the research sample. Participants were asked not to write their names. They were instructed to answer honestly and accurately, to respond to all items, and to place a check mark (✓) in front of each item in the field that best applied to them.

3.4. Pilot study

In order to assess the clarity of the instructions, items, and response alternatives for the research participants, as well as to determine the time required to complete the two scales and to identify any potential difficulties the researchers might encounter during their administration to the construction sample—and thus avoid them—the pilot administration of the two scales (Mood-Based Thinking and Decision-Making) was conducted on Wednesday, October 4, 2022.

3.5. Administration of the two scales (Mood-based thinking and decision-making) to the construction sample

After completing the preparatory procedures required for administering the two scales—Mood-Based Thinking and Decision-Making—for physical education teachers, the instruments were finalized. The Mood-Based Thinking Scale consisted of four (4) domains and thirty-four (34) items, including four additional items designed to verify response objectivity. Similarly, the Decision-Making Scale comprised four (4) domains and twenty-eight (28) items, also supplemented with four items to assess response objectivity.

3.6. Objectivity of responses

The following methodological strategies may be employed to check the authenticity and objectivity of participants' responses. These include concealing the

true purpose of the scale, presenting all items in a unified sequence without reference to their respective domains or components, and incorporating repeated items that are similar in meaning to the original ones but differ in wording or formulation.

Tables 4 and 5 present the original items alongside their repeated counterparts.

Table 4 shows both the order of the original items and the domain number in the first column. For example, notation (8/1) signifies that the base item is number (8) and of domain (1), the first domain. Item (31/1) in the second column is the repeated item, whereby (31) is the item number and (1) is the same domain, the first domain of the mood-based thinking scale. This continues in all the original items in the first column and the corresponding repeated items in the second column of the scale in question.

Table 4. Presents the sequence of the original and repeated items of the mood-based thinking scale for physical education teachers.

Sequence of the Original Items	Sequence of the Repeated Items
Item (1/8)	Item (1/31)
Item (2/15)	Item (2/32)
Item (3/20)	Item (3/33)
Item (4/28)	Item (4/34)

Table 5 also presents the ordering of the original items along with the corresponding domain number in the first column. As an example, the expression (5/1) would indicate the item under consideration is classified as number (5) within the primary domain (1). In the second column, (25/1) reveals that the repeated item is number (25) that belongs to the same domain (1). This system is consistently applied for all original items listed in the first column and their

Table 5. Presents the sequence of the original and repeated items of the decision-making scale for physical education teachers.

Sequence of the Original Items	Sequence of the Repeated Items
Item (1/5)	Item (1/25)
Item (2/11)	Item (2/26)
Item (3/15)	Item (3/27)
Item (4/23)	Item (4/28)

associated repeated items in the subsequent column of the decision-making scale being examined.

3.7. Scoring of the scale

Allam (2000) indicated that the scoring process of the scale is carried out by assigning an appropriate score to each item based on the respondent's answer, using a specific scoring key prepared for this purpose. This key serves as the instrument through which examiners identify the responses that correspond to the construct being assessed. Each item on both scales offered three possible alternatives: *Always, often and sometimes.*

The mood-based thinking scale originally consisted of (34) items. The scale was reduced to (30) items after excluding (4) items used to test response validity.

Concerning the decision-making scale, it comprised (24) items after removing (4) items related to response objectivity. This implies that the highest score attainable for this scale is (72) points, while the lowest attainable score is (24) points.

3.8. Statistical analysis of items

Abdel-Hamid and Bahi (2000) explained that the quality of a scale depends largely on the items it contains. Therefore, each item must be analyzed carefully to determine effectiveness, keeping only those that fit the logic of the scale. Several methods can be used to analyze scale items.

According to Al-Zoubi (2007), there are several methods for analyzing scale items. These include the extreme groups method, which is used for calculating the item discrimination index. This index indicates how effectively an item can distinguish individual differences among respondents.

Allam (2000) added that the internal consistency coefficient provides evidence of item homogeneity through the relationship between each item score and the total score of the domain to which it belongs.

The researchers analyzed the items of the mood-based thinking and the decision-making scales used with physical education teachers in Baghdad governorate.

3.9. Extreme groups method

According to Al-Zoubi (2007), the discrimination power of the items in the mood-based thinking scale and the decision-making scale among physical education teachers is crucial in determining the accuracy of the instruments.

Table 6 reveals that the results of the entire analysis support the distinctiveness of the items of the scale on the internal mood-based thinking scale. The to-

tal number of significant items was thirty (30). These items were divided into two extreme groups: the upper group (high scores) and the lower group (low scores). Each cluster accounted for 27% of the research population, which included 90 teachers. By taking this percentage as a multiplier, this resulted in 24 participants as the number to be included in both the upper and lower divisions of the research sample.

Table 7 shows that the analysis confirmed the distinctiveness of all items on the decision-making scale. The scale contained twenty-four (24) significant items. These items were divided into two extreme groups: an upper group with high scores and a lower group with low scores. Each group represented 27% of the total research population, which included 90 teachers. Based on this percentage, each group consisted of 24 participants.

3.10. Calculation of internal consistency coefficient

The researchers calculated the Pearson product–moment correlation coefficients between the score of each item and the total score of the Mood-Based Thinking Scale, which consisted of 30 items and was administered to a construction sample of 90 participants (male and female physical education teachers) from secondary schools under the Directorates of Education in Baghdad Governorate. The same procedure was applied to the Decision-Making Scale, which comprised 24 items for physical education teachers. The results of this analysis indicated that all computed correlation coefficients were statistically significant, as presented in Tables 8 and 9.

Table 8 presents the internal consistency of the mood-based thinking scale. The analysis examined how each item related to the overall score of the scale, which contained thirty (30) items. The findings showed that all items demonstrated strong internal consistency and were statistically significant. In the table, a double asterisk (**) indicates very high consistency and strong discrimination. A single asterisk (*) indicates lower consistency and discrimination but still shows statistical significance.

Table 9 presents the results related to the internal consistency of the decision-making scale. The scale included twenty-four (24) items in total. To test its consistency, the relationship between each item and the overall score of the scale was examined.

The analysis showed that all items were strongly linked to the total score and that these links were statistically significant. In the table, items marked with a double asterisk (**) indicate very high consistency and strong discrimination. Items marked with a single asterisk (*) reflect a lower level of consistency and discrimination, but they remain statistically significant.

Table 6. Item discrimination indices of the mood-based thinking scale among physical education teachers in Baghdad governorate.

Items	Group	Mean	Standard Deviation	Calculated *t* Value	Significance Level	Significance of Differences
1	Upper Group	2.35	0.91	2.30	0.001	Significant
	Lower Group	1.91	1.03			
2	Upper Group	2.16	1.06	2.66	0.008	Significant
	Lower Group	1.81	0.88			
3	Upper Group	2.30	0.83	3.86	0.000	Significant
	Lower Group	1.81	0.99			
4	Upper Group	2.18	0.85	3.46	0.001	Significant
	Lower Group	1.69	1.18			
5	Upper Group	2.50	0.52	3.66	0.000	Significant
	Lower Group	1.82	1.11			
6	Upper Group	2.47	0.53	3.59	0.000	Significant
	Lower Group	1.05	1.05			
7	Upper Group	2.44	0.58	3.30	0.000	Significant
	Lower Group	1.80	1.09			
8	Upper Group	2.58	0.49	3.29	0.000	Significant
	Lower Group	1.76	1.04			
9	Upper Group	2.63	0.52	3.51	0.000	Significant
	Lower Group	1.66	1.03			
10	Upper Group	2.39	0.69	3.01	0.000	Significant
	Lower Group	1.74	1.13			
11	Upper Group	2.56	0.51	3.95	0.000	Significant
	Lower Group	1.84	1.12			
12	Upper Group	2.56	0.49	4.67	0.000	Significant
	Lower Group	1.79	1.08			
13	Upper Group	2.50	0.58	3.45	0.000	Significant
	Lower Group	1.77	0.99			
14	Upper Group	2.33	0.76	4.37	0.000	Significant
	Lower Group	1.75	1.14			
15	Upper Group	2.52	0.57	4.88	0.000	Significant
	Lower Group	1.70	1.08			
16	Upper Group	2.33	0.62	3.57	0.000	Significant
	Lower Group	1.80	1.00			
17	Upper Group	2.54	0.50	4.55	0.000	Significant
	Lower Group	1.77	1.10			
18	Upper Group	2.16	1.03	4.33	0.000	Significant
	Lower Group	1.51	1.14			
19	Upper Group	2.61	0.50	3.57	0.000	Significant
	Lower Group	1.58	1.30			
20	Upper Group	2.21	0.97	4.21	006. 0	Significant
	Lower Group	1.37	1.34			
21	Upper Group	2.58	0.51	5.79	0.000	Significant
	Lower Group	1.77	1.13			
22	Upper Group	2.26	0.83	4.03	0.000	Significant
	Lower Group	1.58	1.11			
23	Upper Group	2.36	2.73	4.76	0.000	Significant
	Lower Group	1.75	1.10			
24	Upper Group	2.52	2.58	4.39	0.001	Significant
	Lower Group	1.73	1.13			
25	Upper Group	2.14	1.92	3.02	0.003	Significant
	Lower Group	1.72	1.07			
26	Upper Group	2.28	2.93	3.12	0.000	Significant
	Lower Group	1.55	1.12			
27	Upper Group	2.31	0.89	4.75	0.000	Significant
	Lower Group	1.69	1.97			
28	Upper Group	2.60	1.49	7.45	0.000	Significant
	Lower Group	1.74	1.08			
29	Upper Group	2.61	0.48	2.42	0.000	Significant
	Lower Group	1.73	1.10			
30	Upper Group	2.28	2.95	3.02	0.000	Significant
	Lower Group	1.47	1.34			

Statistically significant when (sig) ≤ 0.05.

Table 7. Item discrimination indices of the decision-making scale for physical education teachers and their statistical significance.

Items	Group	Mean	Standard Deviation	Calculated t Value	Significance Level	Significance of Differences
1	Upper Group	2.31	1.89	4.75	0.000	Significant
	Lower Group	1.69	1.97			
2	Upper Group	2.60	1.49	7.44	0.000	Significant
	Lower Group	1.74	1.08			
3	Upper Group	2.61	0.48	7.42	0.000	Significant
	Lower Group	1.73	0.10			
4	Upper Group	2.28	0.95	5.06	0.000	Significant
	Lower Group	1.47	1.34			
5	Upper Group	2.55	0.53	6.93	0.000	Significant
	Lower Group	1.69	0.15			
6	Upper Group	2.16	1.03	4.33	0.000	Significant
	Lower Group	1.51	1.14			
7	Upper Group	2.61	1.40	7.57	0.000	Significant
	Lower Group	1.58	1.30			
8	Upper Group	2.21	1.97	5.21	006. 0	Significant
	Lower Group	1.37	1.34			
9	Upper Group	2.58	1.51	6.71	0.000	Significant
	Lower Group	1.77	1.13			
10	Upper Group	2.26	1.83	5.03	0.000	Significant
	Lower Group	1.58	1.11			
11	Upper Group	2.46	1.73	4.76	0.000	Significant
	Lower Group	1.35	1.10			
12	Upper Group	2.62	1.58	6.39	0.001	Significant
	Lower Group	1.59	1.48			
13	Upper Group	2.30	1.58	2.45	0.000	Significant
	Lower Group	1.57	1.99			
14	Upper Group	2.43	1.76	3.37	0.000	Significant
	Lower Group	1.35	0.14			
15	Upper Group	2.62	1.57	2.81	0.000	Significant
	Lower Group	1.40	0.08			
16	Upper Group	2.23	1.62	2.57	0.000	Significant
	Lower Group	1.40	1.00			
17	Upper Group	2.74	0.50	3.55	0.000	Significant
	Lower Group	1.27	0.10			
18	Upper Group	2.61	0.03	3.33	0.000	Significant
	Lower Group	1.21	0.14			
19	Upper Group	2.61	1.50	2.59	0.000	Significant
	Lower Group	1.28	1.30			
20	Upper Group	2.61	0.97	3.21	0.000	Significant
	Lower Group	1.17	1.34			
21	Upper Group	2.58	0.51	3.79	0.000	Significant
	Lower Group	1.27	1.13			
22	Upper Group	2.66	0.83	3.08	0.000	Significant
	Lower Group	1.18	1.11			
23	Upper Group	2.56	2.73	2.76	0.000	Significant
	Lower Group	1.25	1.10			
24	Upper Group	2.62	2.58	2.33	0.001	Significant
	Lower Group	1.23	1.13			

Statistically significant if the value of (sig) ≤ 0.05.

3.11. Psychometric properties of the mood-based thinking and decision-making scales for physical education teachers

3.11.1. Validity

1. Construct Validity

This type of validity was established by examining the discrimination power of the items on both scales, as presented in Tables 6 and 7.

3.11.2. Reliability

Reliability is considered a fundamental requirement of high-quality psychological and educational tests. In this study, reliability was calculated using Cronbach's alpha.

3.12. Final description of the mood-based thinking and decision-making scales for physical education teachers

After completing all the necessary procedures for developing the Mood-Based Thinking Scale and the

Table 8. Presents the correlation coefficients between each item score and the total score of the mood-based thinking scale items for physical education teachers, along with the type of statistical significance.

Item No.	Correlation Coefficient	Type of Statistical Significance	Item No.	Correlation Coefficient	Type of Statistical Significance
1	0.42**	Significant	16	0.35*	Significant
2	0.43**	Significant	17	0.51**	Significant
3	0.56**	Significant	18	0.37*	Significant
4	0.42**	Significant	19	0.37*	Significant
5	0.37*	Significant	20	0.50**	Significant
6	0.51**	Significant	21	0.43**	Significant
7	0.52**	Significant	22	0.35*	Significant
8	0.48**	Significant	23	0.32*	Significant
9	0.45**	Significant	24	0.41**	Significant
10	0. 31*	Significant	25	0.32*	Significant
11	0 .43**	Significant	26	0.50**	Significant
12	0. 55**	Significant	27	0.51**	Significant
13	0.31*	Significant	28	0.50**	Significant
14	0.45**	Significant	29	0.38*	Significant
15	0.38*	Significant	30	0.32*	Significant

Table 9. Presents the correlation coefficients between each item score and the total score of the decision-making scale for physical education teachers, along with the type of statistical significance.

Items	Correlation Coefficient	Statistical Significance	Items	Correlation Coefficient	Statistical Significance
1	0.41**	Significant	**16**	0.42 **	Significant
2	0. 41**	Significant	**17**	0.34*	Significant
3	0.30*	Significant	**18**	0.34*	Significant
4	0.31*	Significant	**19**	0.45**	Significant
5	0.40**	Significant	**20**	0.37*	Significant
6	0.32*	Significant	**21**	0.34*	Significant
7	0.40**	Significant	**22**	0.35*	Significant
8	0.33 *	Significant	**23**	0.44 **	Significant
9	0.36*	Significant	**24**	0.30 *	Significant

*Significant at the 0.05 level, with a critical value of 0.202 and 88 degrees of freedom.

Decision-Making Scale on the construction sample, and in accordance the standard steps for developing psychological and educational instruments, both scales were finalized and prepared for application. The Mood-Based Thinking Scale consisted of 30 items. As for the Decision-Making Scale for Physical Education Teachers, it consisted of 24 items.

3.13. Administration of the mood-based thinking and decision-making scales to the study sample

After completing all the necessary requirements and procedures for constructing the two scales, they were finalized and prepared for administration. The researchers administered both the Mood-Based Thinking Scale and the Decision-Making Scale to the application sample, which consisted of 90 physical education teachers (male and female) from the Directorate of Education in Rusafa II. The administration was conducted during the period from February 18, 2023, to March 17, 2023.

4. Results

4.1. Presentation, analysis, and discussion of results

4.1.1. Presentation of the statistical description of the mood-based thinking and decision-making scales for physical education and sport sciences teachers

The results presented in the Table 10 indicate that the obtained arithmetic mean of 70.32 exceeded the hypothetical mean of 60, suggesting the statistical significance of mood-based thinking. This demonstrates that the application sample of physical education teachers achieved high scores, reflecting their possession of advanced and distinctive thinking patterns and elevated moods, which enable them to accomplish their goals and perform their professional duties effectively within the school context. Furthermore, the calculated *t*-value for the mood-based thinking variable was 66.56, which is greater than the tabulated value of 2.05 at the 0.05 level of significance.

Regarding the decision-making variable among physical education teachers, the obtained arithmetic

Table 10. The means, standard deviations, and calculated t-values between the sample means and the hypothetical means of the two scales for the study sample.

Scale	Mean	Hypothetical Mean	Standard Deviation	Calculated t-values	Level of Significance
Mood-Based Thinking	70.32	60	3.483	66.569	0.000
Decision-Making	50.21	48	4.574	54.276	0.000

Table 11. Means, standard deviations, and correlation coefficients of the two scales for the study sample.

Scale	Mean	Standard Deviation	Correlation Coefficient	Level of Significance
Mood-Based Thinking	70.32	3.48	0.824	0.000
Decision-Making	50.21	4.57		

mean was 50.21, which exceeded the hypothetical mean of 48, indicating statistical significance. Moreover, the calculated *t*-value for the decision-making variable was 54.27, which also exceeded the tabulated value of 2.05 at the 0.05 level of significance.

4.1.2. Presentation, analysis, and discussion of the relationship between the mood-based thinking scale and the decision-making scale

Table 11 also illustrates that Pearson's r, the simple correlation coefficient between the two research variables—decision-making and mood-based thinking—has a value of 0.824. This value indicates a positive correlation that reveals a direct relationship between the variables. A rise in mood-based thinking in physical education teachers corresponds with the development of effective decision-making in them. This also reveals that they have high self-awareness, strong self-esteem, and a positive self-concept that promote confidence and effective decision-making.

In light of the results shown above, this section explains the results through key psychological theories and previous research that help to highlight the implications of teachers' mood based thinking on their decision making.

5. Discussion

The table illustrates that the mood-based thinking scale among physical education teachers in secondary schools within the education directorates of Baghdad governorate has achieved a mean score of 70.32 with a standard deviation of 3.43. The results also showed that the decision-making variable had a mean score of 50.21 with a standard deviation of 4.57.

Teachers are often exposed to various internal and external pressures stemming from academic demands and interactions with others, as well as the fear of failing to achieve set targets. These pressures may be reflected in their personal lives and affect their work performance which may lead to the development of the physical and mental skills required in their profession. In addition, the accompanying feelings of tension, anxiety and fear could enhance mood levels, resulting in the formation of characteristic patterns of ideas which may affect the total elements of mood.

As stated by Allawi (1987), It is crucial to constantly observe the athlete in different situations whether in their professional settings or everyday life so that he can make a judgment about the type of mood that characterizes the individual. He emphasizes that many sports activities require the individual to possess distinctive mood-related traits, as these facilitate the acquisition of physical and motor abilities while also fostering the development of cognitive dimensions in teachers.

The existence of a strong correlation between mood-based thinking and decision making represents a state of mental and nervous readiness which is regulated through a person's experience and influences how they react to different situations and challenges. Such reactions can be either positive or negative.

The researchers believe that this result to the fact that physical education teachers' decision making stems from their ability to make correct and necessary decisions to achieve goals. Such decisions are often based on thorough research and made at the right time within the available conditions. This gives teachers a sense of satisfaction with their job performance, leading them to respond positively. Carison (1990) stated that when a person has a positive attitude toward something, they are likely to support it Zaidan (1989) added that good and effective decisions come from the teacher's confidence, abilities, and skills, which enable them to reach their goals, while the opposite can lead to failure.

6. Conclusions

1. The results revealed that the research sample achieved above average scores in the variable of mood-based thinking.
2. The results showed that the research sample scored highly on the decision making variable.
3. The results showed a significant relationship between the mood-based thinking and the decision

making among the research sample (physical education teachers working in secondary schools across the education directorates of Baghdad governate.

7. Recommendations

1. Physical education teachers should pay more attention to the cognitive and psychological aspects, especially mood-based thinking and decision-making. These variables play a positive role in professional activity.
2. Goals must be researched carefully before being set. Teachers should make sure that these are accomplished before making decisions. It is important to identify alternatives that can replace a decision if required.
3. It is essential to pay attention to the mood-based thinking of physical education teachers. It enables them to achieve creativity and excellence. Effective and well-considered decisions stem from positive thinking and well-balanced emotions.
4. More studies should be conducted on the same variables, mood-based thinking and decision-making, with larger and more diverse samples in order to better understand their importance and positive influence.
5. It is recommended to use standardized and structured scientific research instruments that contain the two scales designed within the current study.

Conflicts of interest

None.

Ethics statement

This manuscript approved by Assistant Lecturer Safaa Ali Ghareeb on (2022/11/5).

Author's contributions

Safaa Ali Ghareeb was responsible for the conceptualization, design, literature review, data collection, interpretation of results, drafting, and final revision of the manuscript.

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Data availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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التفكير القائم على الحالة المزاجية وعلاقته باتخاذ القرارات لدى معلمي التربية البدنية في مدارس بغداد الثانوية

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المستخلص

تكمن أهمية هذا البحث في دراسة التفكير القائم على الحالة المزاجية لدى معلمي التربية البدنية، وعلاقته باتخاذ القرارات في المدارس الثانوية التابعة لمديرية التربية والتعليم في محافظة بغداد. وبالتالي، يُسهم ذلك في تمكين المعلمين من أداء مهامهم بكفاءة وفعالية. تركز مشكلة البحث على متغيري التفكير القائم على الحالة المزاجية واتخاذ القرارات لدى معلمي التربية البدنية في المدارس الثانوية بمحافظة بغداد، نظرًا لدورهما الإيجابي والحاجة إلى تحديد نتائج هذه القرارات في الأداء المهني وتأثيرها على الطلاب. لذا، سعت الدراسة إلى بحث هذين المتغيرين. تمثلت أهداف الدراسة في بناء مقاييس للتفكير القائم على الحالة المزاجية واتخاذ القرارات لدى معلمي التربية البدنية في المدارس الثانوية التابعة لمديرية التربية ببغداد (الرصافة والكرخ)، وتحديد الوضع الراهن لكلا المتغيرين لدى هؤلاء المعلمين، وتحديد طبيعة العلاقة الارتباطية بينهما في المجتمع المدروس. منهجيًا، استخدم الباحثون المنهج الوصفي باستخدام أسلوب المسح والتحليل الارتباطي. تكون مجتمع البحث من 90 معلمًا ومعلمة تربية بدنية تم اختيارهم عشوائيًا من مدارس تابعة لمديريتي التربية بالرصافة والكرخ الثانية. خلص البحث إلى إمكانية استحداث أداة علمية لتقييم التفكير القائم على الحالة المزاجية لدى معلمي التربية البدنية في المدارس الثانوية بمحافظة بغداد (الرصافة والكرخ). كما أظهرت النتائج مستوئً عالياً لدى عينة البحث في كلٍ من متغيري التفكير القائم على الحالة المزاجية واتخاذ القرارات.

الكلمات المفتاحية: التفكير القائم على الحالة المزاجية، اتخاذ القرارات، معلموا التربية البدنية، المدارس الثانوية.