Mood Patterns (Positive - Negative) among Postgraduates of the Universities of the Middle Euphrates

Zainab Ali Abdul Hussein Al Shaibani

Department of Educational and Psychological
Sciences / College of Education for Human
Sciences / University of Karbala / Iraq

Mr. Dr. Haider Hassan Al-Yaqoubi

Department of Educational and Psychological
Sciences / College of Education for Human
Sciences / University of Karbala / Iraq

Abstract

The research aims to: Identify the two types of mood (positive - negative) among postgraduate students, as well as the statistically significant differences in the two types of mood, according to variables like (type, specialization, level of study, university). To achieve the objectives of the research, the researchers build the research tool: the two mood patterns (positive-negative) among postgraduate students. The research tools are applied to the basic research sample consisting of (436) male and female postgraduate students, which are chosen by the stratified random method of proportional method and after data collection and statistical analysis using SPSS statistical package for social sciences. The following results has been reached by the researchers: Postgraduate students have two moods (positive-negative), and the presence of statistically significant differences according to (gender in favor of females (students), level of study in favor of (PhD) and specialization in favor of (scientific specialization). In light of the results, the researchers make a number of recommendations and proposals.

Chapter One: Introduction to the Research

Problem of The Research: There is no doubt that today's university students, including postgraduate students, have a lot to do in order to build their social or economic selves and other different areas of life in the Iraqi political, health, and security reality. As a result, they have more than one goal that they seek to achieve and work toward in order to achieve the highest levels of coping under all of these pressures. Higher education students, whether pursuing a master's degree or a doctorate, will be found, and at this stage, they will have other goals to contend with. These crowding conditions may be related to the university and academic life as a whole, as well as social, professional, and other aspects. As a result of the psychological and emotional vision in particular, and the mood and mood state in particular, the postgraduate student's mood is positive or negative, which is formed as a result of university and social studies pressures. It may have an impact on his academic performance, social relationships, and ability to adapt to the various challenges he faces and control his decision to pursue one goal over another during his higher academic studies. In his

positive case, for example, you could make him parallel or choose from among the goals based on his mood. On the other hand, when a student is in a bad mood, he can become lazy, which leads to a decrease in his learning motivation. From this, the researchers can see the question of the current study. Which of the following is represented in: Do graduate students in Middle Euphrates universities have the two types of mood (positive - negative)?

Importance of the Research: Students are the pillar and center of society, and they are capable of bringing about changes in the field of society because they are the most influential segment in society and on which it is relied in future construction, and the responsibilities that fall upon them as a result of facing these obstacles and in a manner that ensures that they maintain their emotional balance and intellectual abilities, which qualify them in acquiring knowledge for construction, develop (Mubarak, 2008: 67). The human element of postgraduate students is the most important pillar for the course of life and the most powerful force for determining and charting its future, and that individuals are the cornerstone for achieving its goals, and life is a series of changes that require the individual to agree with it, first to satisfy his needs and secondly to maintain his balance, which applies to all types of environments. (Shalal, 2015, p. 6) As temperament is a distinct character in the nature and personality of the individual, it is represented in the speed with which it influences life situations, the speed and strength with which it responds to those situations, and the quality of his current mood. This phenomenon is based on the Biological Configuration, and it is a fact that many structural, chemical, and nervous levels are given to the individual from birth, even before birth, and become a general feature of each individual's personality, and the changes that occur to him are acquired but specific (Allport, 1967: 27). Previously, psychologists focused on cognitive aspects and mental abilities, including intelligence, rather than emotional aspects and mood, and intelligence was the focus of research and studies that dealt with the phenomenon of individual differences and ways to measure them, but the modern view of psychologists focuses on Temperament as a basis. The emotionality of the personality distinguishes the individual, and this cannot be done unless he differs from others in his response methods, motives, and tendencies (Abduh, 1987: 201). According to (Abu Hatab, 1972), some scholars distinguish between motives as causes of human behavior and mood patterns as a description of how performance occurs (Abu Hatab, 1972: 141). The emotional aspect of learning and education plays a large and important role. Emotion represents an important interaction between feeling, behavior, and thinking, that is, it represents an interconnected chain between them that cannot be separated, because thinking allows dealing with life situations in a logical and meaningful manner, and emotion assists the mind in focusing thinking and setting the basics. and priorities for individual behavior (Al-Adly, 2010: 14). Most psychologists and sociologists believe that the individual is influenced by many aspects of his personality, such as habits and impressions outside of his control in all aspects of his social life, as well as his social standards, which play a significant role in his lack of objectivity when making a decision because he is greatly influenced by the limited experiences he has had, which affects the individual's personality traits (Abu Jadu, 2007: 37). Researchers have paid close attention to topics of psychology in the fields of personality related to mood and the influence of the temperamental personality pattern, which investigates the forms and trends of behavior that emanate from the individual, as well as the way or how the individual responds in different life situations, and many researchers see in Subjects of temperamental personality If we try to study behavior through other traits, preferences, or tendencies, we will spend a lot of time and effort trying to explain, predict, and control it. (Saleh,

2011: 42). Many psychologists have been interested in mood types, including Mangion (1990), who claimed that each individual has a genetic or genetic tendency towards a particular mood or a method or style to respond to the facts, goals, experiences, and life situations to which the individual is exposed (Mangion, 1990: 134) Mood types play an important role in work performance and achievement, as Blass (Bless, 1992) emphasized that mood influences perception, decision-making, and information intake, and that it leads to more flexible processes, or so-called Heuristic Processes. which are defined as a deviation from the norm, a method used by an individual when dealing with information, and the extent to which it is applied and processed (Bless, 1992: 585) They are behavioral cases that necessitate extensive research, particularly among university students at the highest levels (postgraduate students, masters and doctoral studies). Because they are the future social pillars on which future decisions concerning the fate of an institution or administration can be made.

Aims of the Study: The current study aims to identify:

1. The (positive-negative) mood patterns among graduate students at Middle Euphrates universities.

2. Statistical significance of differences in two types of mood (positive - negative) among graduate students at Middle Euphrates universities according to variables (gender, specialization, level of study, university).

Limitations of the Research: The current research is limited to the following:

Objective limit: includes the variables of the current research in finding the level and significance of the differences in the mood-style variable.

The human limit: The research is limited to a sample of graduate students (preparatory stage), in the universities of the Middle Euphrates.

Spatial limit: The research was limited to male and female graduate students in the universities of the Middle Euphrates, which were represented in the University of (Karbala, Kufa, Qadisiyah, Babylon) and the temporal limit: for the academic year (2020-2021 AD).

Definition of The Terms: The researchers address the following definitions:

Rowe and Anderson (2007) define positive mood as promoting creative problem solving, flexible thinking, and caution, which causes the individual to think in a more creative and free way (Rowe & Anderson, 2007: 385), whereas Martin (2011) defined negative mood as manipulating negative individuals in how they interpret and translate things to the world around them, which is reflected in their judgments and perceptions about things and events (Martin, 2011: 239). The total score obtained by the examinees who are graduate studies in the universities of the Middle Euphrates by answering the paragraphs of a stereotyped mood scale (positive-negative) that will be built in the current research and corresponding to the research sample will be the procedural definition.

Chapter Two: Theoretical Framework and Previous Studies

Mood (positive – passive)

Part one: a theoretical framework: The two researchers will clarify the concept of the two moods (positive-negative) towards accuracy and detail:

Mood concept: The term mood is derived from the Latin word Temperaments, which means ratio (ie, the proportion of each fluid in the body), and psychologists have widely differed in the psychological origins of mood, how it is formed, and the biological and environmental basis that controls it, so mood is measured through external characteristics. Mood is a characteristic (attribute) that determines the dynamics of performance and behavior, and mood, like other concepts in psychology, is a hypothetical concept that cannot be observed directly, but shows its effects on emotional and social behavior (Yunus, 2004: 396). In terms of how well they perform and how they react in the same situation (Al-Rimawi, 2013: 397). As a result, it is affected by a variety of situations in which the mood is influenced by genetic factors related to the physical composition of the individual. Mood is the result of the interaction of a number of bodily factors related to glands, such as the composition of the endocrine glands (such as the thyroid gland, pituitary gland, and sex glands) and their secretions in the blood, the ratios of these glands These secretions have an impact on both physical and mental development. Mood is also linked to the nervous system, the circulatory system, and the chemical reactions that occur within the body, all of which affect the nerves, their strength and weakness (Al-Jubouri, 1996: 25).

Mood is a basic component of the brain that works with cognition to manage and build the cerebral skema. Mood is made up of windows and operational tools that govern its movement. It is formed by an ascending pyramid that contains emotional entrances, and these entrances allow emotions to pass through it and its two types (happy and frustrated), and in turn pass them to the inner windows that play the role of distributor and classifier, and the mood process begins to work after the mood undergoes self-movement and works in two directions:

1. Operations Joyfu: As well as happy experiences such as success, self-confidence, psychological euphoria, competence, emotional well-being, and self-possession.
2. Regrettably, operations include psychological frustration, failed experiences, fear and anxiety, and a lack of emotional competence (Fayez, 2011: 20). As a result, mood operates within a system in which the brain can produce a wide range of emotions, but the foundation for this is the person himself, as represented by the strength of perception and control over feelings and emotional desires. The exercise brain trains the skills that determine feelings and information, thereby regulating the mood's nature. Kretschmer (1925) was the first to attempt to link physical characteristics with temperament characteristics, proposing three body patterns (thin temperament pattern, athletic temperament pattern, and obese temperament pattern), each of which is associated with specific traits and moods (Al-Zubaidi, 38:2008). So it was named mood as that general emotional nature that is determined by genetics and the individual's life history, and it was agreed that the term mood refers to a group of emotional characteristics of the individual in terms of the strength of emotions, weakness, stability, volatility, proportionality or disproportionateness, and the degree of influence The individual in situations that provoke emotion (Al-Isawy, 19:2002).

Overlapping concepts and the concept of mood: Some researchers associate mood with a number of psychological concepts, some of which overlap in their definitions, so the researcher

will attempt to distinguish between these concepts in order to highlight the concept of mood, the accurate scientific concept, the most prominent of which are:

1. Emotion: Mood is different from emotion in that it lasts longer. It has the distinction of being pervasive or universal, according to Morris (1992). Whereas emotion is more important. The spread of mood can be described as not directed at a specific being and lacking intent (Morris, 1992.213), and this means that emotional states are the focus in terms of impact, evaluation, and willingness to act, whereas the mood state lacks this focus (Frijda 1994:59). As a result, temperament lacks intentionality, and moods have a widespread and global influence on various variables, biasing judgments on individuals (Clore & Parrot, 1991: 107), whereas emotions are the opposite.

2. **Sentiment**: Emotion is the charge directed at the motives and accompanying them, in addition, it represents a more complex level of them, and that emotion is provoked by innate stimuli patterns as well as by learned stimuli and social situations. Therefore, McDougall defines it as a relatively stable emotional organization that is composed of several emotions that revolve and crystallize around a specific topic (Rajah, 122: 2007). When the mood depends on it Ekman (Ekman 1994) sees that mood is the emotional background, because it lowers the threshold of feelings that arise from it, as a person becomes angrier and easily when he is in a state of nervous mood (Ekman, 1994: 56).

3. **Feeling**: Emotions are distinct from mood in that they are feelings that are not accompanied by visible or explicit physiological or visceral changes. Feelings are described as having a self-reliant utilitarian character and are linked to an individual's development or his thoughts about particular things. It starts with the formation of direct and simple sensations and progresses to higher feelings associated with a system of values and ideals, as well as having a historical and cross-cultural dimension. It is frequently used as a source of incentive for conduct, and it is always linked to consciousness and deliberately regulated, and it is most likely associated with emotions stored in the short-term memory and the performance memory (Bani Yunus, 231: 2009).

4. **Mood Status**: Mood is described as being less violent and lasting than emotion, and it can last for a long time. This relatively stable state is reflected on the entire personality and affects its performance, as mood affects the individual's performance as well as the individuals around him, and it also affects all cognitive and non-cognitive mental processes, as well as the decisions that result from it (Al-Nawaisah, 280:2013-243).

As a result, mood is the concept of emotional or emotional learning, which is the foundation for increasing people's effectiveness and productivity, because it requires each person to direct and control his or her mood, rather than being subject to and subordinate to other moods, due to their positive and negative effects on behavior. On this premise, the mood is categorized into two categories: excitement vs. calm, and pleasant against unpleasant (Russell & Bullock, 1986: 97). Positive mood has been proven to affect learning, memory function, cognitive capacities, creative problem-solving capabilities, and general performance tasks in studies (verleur et al, 2007: 1012). Task recognition and satisfaction (Erez & Lsen, 2002:1058). External stimuli can be used

to promote a positive mood, and this can be done by exposing people to different types of stimuli. Aside from its effect on the individual's cognitive context, good, positive, and more varied results have been achieved from cognitive settings when the individual's mood is more positive than at other times, and the individual gives more favorable evaluations of results when he is in a positive mood. (Lsen, 1999: 56). Positive mood affects the cognitive component of the processes underlying motivation and the cognitive processes that are issued, and individuals with positive moods have more perseverance in performance. The better the positive mood of the mood, the higher the levels of motivation they have, and the results of studies show that positive mood affects the cognitive component of the processes underlying motivation and the cognitive processes that are issued. Positive Feedback (Erez& sen, 2002:165)

One of the characteristics of a positive mood is:

1. Studies have shown that when people are in a good mood, they are generally neutral in their daily lives and consume items that are better for them in moderation. Isen and Shalker (1982, p. 59)

2. Several studies have found empirical support for the impact of pleasant mood on people's decision-making (lsen, 1987: 205).

3. People who are in a good mood move more slowly and are happier (lsen & Shalker, 1982: 60).

4. Their enigmatic facial expressions have a more positive tone to them.

5. They have a more optimistic impression and judgment of others.

Favorable moods were also found to improve the performance of behaviors that lead to positive results, such as higher character strength and better freedom to behave according to one's desires. (Park2002) Negative moods As a result, if they are satisfied with the aim, they give it a good rating (Schwarz 2001) Negative moods are characterized by feelings of anxiety, depression, and exhaustion (Watson and Tellegen, 1985: 143). Negative moods are employed in order to achieve low-effort information processing and to employ less sophisticated semantic processing procedures (Ellis& Rodriguez, 1984: 321), Individuals with low academic performance will experience a decline in their learning process as a result of their negative mood. (Brand,et, al.2007: 233) According to these arguments, negative moods have a negative effect on learning in addition to the characteristics of individuality that influence a student's learning process, such as IQ, mood, or feeling, so negative moods have a negative effect on learning in addition to the characteristics of individuality that influence a student's learning process, such as IQ, mood, or feeling. (Magno, 2003: 213).

Part two: previous studies:

1. Study (Febrilia, et al., 2011): **The Effects of Positive and Negative Mood on University Students' Learning and Academic Performance: Evidence from Indonesia**, Recent empirical findings reveal the impact of positive mood on the performance of the students in processing information. Positive mood facilitates complex cognitive functions requiring flexibility, integration, and utilization of cognitive material such as memory, categorization, creative problem solving, decision-making and learning. This study extends the literature that

has been done mostly in western societies by proposing a further linkage between positive and negative mood to students' learning and the impact of that learning on student's academic performance in Indonesian universities, which is rarely investigated in non-western societies. The data are collected by using questionnaires and a sample of 106 students who have mid-term examination (assessment) in their active academic semester. The result, based on analysis using structural equation modeling, indicates that the tested model has an acceptable fit.

The findings also indicate that:

(1) Positive mood has no influence on learning.

(2) Negative mood has negative influence on learning.

(3) Learning has positive influence on student's academic performance. (Febrilia, .et, al, 2011:1).

2. The study of Masoumeh and others (Masomeh, etal, 2019): **Effect of positive and negative induced mood on creativity**, Mood has a significant effect on interpersonal and intrapersonal output. Among the intrapersonal outputs, creativity can be mentioned. Presently, one of the principle purposes of educational systems is to enhance and promote creativity in people. The aim of this study is to examine the effect of inducing positive and negative moods on the creativity of university students.

A sample including 20 female participants was randomly chosen from Semnan University using the simple random sampling method. A combination of vignette and music were used for mood induction. Each participant was evaluated in three stages: induction of neutral mood, induction of positive mood, and, finally, induction of negative mood. To control the effect of intervention transfer, the order of interventions was counterbalanced. For manipulation, checking the mood of PANAS was used.

To assess creativity, the TORRENCE scale (Form B) was used. Multivariate analysis of variance with repeated measures was utilized for data analysis. The results showed that positive mood induction has a significant effect on creativity components that involve flexibility, elaboration, fluency, and originality. The results of this research were consistent with other findings, demonstrating that inducing a positive mood had an effect on creativity. These findings were explained with a consideration of theatrical and empirical basics. (Masomeh, et, al,.2019).

Chapter Three: Research Methodology and Procedures

First: Research Methodology: In the current research, the two researchers used the descriptive approach for its suitability in achieving the research objectives.

Second: Population of the Research: The current research community included graduate students in the universities of the Middle Euphrates for the academic year (2020-2021) according to (gender, specialization, university, level of study), as the original community consisted of (7262) male and female graduate students.

Third: Sample of the Research: (Jay 1992) indicates that the minimum acceptable sample size for a study depends on the type of this study. The minimum acceptable sample size in the descriptive

study is (5%) of the original population, which is represented by this sample (Al-Khattab 2009: 44). Therefore, the research sample was chosen. the basic education by (6%) of the original population, so the sample amounted to (435.72≈ 436) male and female students, The sample was chosen by random method with proportional distribution. This method is used when the research community can be divided into separate layers, according to the study variables, and each layer is considered as one, and then the research sample members are randomly selected from these layers (Melhem 2000: 126), and this was done according to two stages: Colleges of the Middle Euphrates Universities, and the sample is divided into the following: First: Scientific colleges: The total number of students of scientific colleges reached (208). Second: Humanities colleges: The total number of students of humanities colleges reached (228).

Fourth: The research tool: Procedures for constructing a stereotyped mood scale (positive-negative). Defining the concept of stereotyped moods (positive-negative): The researchers reviewed the literature and previous studies related to the concept of mood, as well as the two types of moods and two moods (positive-negative), and based on the theoretical framework adopted for the concept of the two moods (positive-negative), as the researcher adopted the definition of temperament for Teplov: which is indicated by (Spring, 1986): which means the characteristics of the individual that appear in emotional arousal and in the way of expressing feelings, as well as in the speed of movement (Rabee, 1986: 34), Positive mood is defined as: promoting creative problem solving, flexible thinking and caution, which makes the individual think creatively and more freely (Rowe & Anderson, 2007: 383). The definition of a negative mood is that negative individuals manipulate how they interpret events and translate them into the world around them, which is reflected in their judgments and perceptions about things and events (Martin, 2003: 249).

Determining the components of the two mood patterns (positive-negative) and its paragraphs in their primary form: After the theoretical definition of the two types of mood (positive - negative) was determined, and based on the literature and previous studies that dealt with the concept, two components were identified, which were represented in the two types of mood (positive - negative).

Paraphrasing of stereotyped moods (positive-negative): After the two mood patterns (positive - negative) were theoretically defined, and the components that comprise them were determined, they were adopted in the collection and preparation of the paragraphs of each component, So that it is consistent with the definition of the component, and taking into account the nature and characteristics of the sample to which the scale will be applied, who are graduate students, and after reviewing the literature and previous relevant studies, The researchers formulated a number of paragraphs (verbal attitudes) taking into account the conditions for the formulation of the paragraphs that the researcher also indicated, and the result was the formulation of (40) paragraphs of the verbal attitudes paragraphs for each of the two components, in its initial form, as the number of the above mentioned, in anticipation of the paragraphs being subjected to deletion during Measurement (psychometric properties of the vertebrae).

The apparent validity of the (positive-negative) mood scale and its validity: This process refers to the logical analysis of the content of the scale or to verify its representation of the content to be measured (Alen and Yen, 1979: 67), as the scale is examined to reveal the extent to which its

paragraphs represent the aspects of the trait that it is supposed to measure (Abdul-Rahman, 185:1998). In order to identify the validity of the paragraphs (apparent honesty), the researcher presented a stereotypical mood scale with its paragraphs of (40) to a group of arbitrators and specialists in the field of psychology, measurement and evaluation shown in Appendix (1), The researcher adopted the percentage, which is to obtain a percentage (80%) or more of the arbitrators' opinions, and to exclude the paragraph that obtained a percentage less than that. And a Kai square to judge the validity of the paragraph and its statistical acceptance, in order to obtain a higher degree than the tabular Kai square value of (3.84) at a significance level (ᵽ0.05) and a degree of freedom of one. Accordingly, four paragraphs of the first component were deleted, which is (1.3.8.13), because it obtained the value of the Kai-square of (-3.3) at a rate of (33%), and in the second component, five paragraphs were deleted (25.28.0.33.34), because they obtained a value of The Kai-square amounting to (-2.13) at a rate of (36%), and the researchers took all the modifications between the specialists and the arbitrators, and thus the number of paragraphs of the scale reached the limit of this procedure (31).

Table (1) The opinions of arbitrators and specialists regarding the validity of the paragraphs of the stereotyped mood scale (positive-negative) Chi-square and percentage.

Significance at 0.05	Calculated Chi-square value	percentage	The response of the arbitrators and specialists		Paragraph numbers	Components of a stereotyped mood scale (positive-negative)
			not agree	agree		
function	26.13	%96	1	29	5.6.7.9.10.11.12.14.15.16.17.18.19.20.	positive mood
nonfunction	-3.3	%33	20	10	1.3.8.13	
function	19.2	%90	3	27	26.27.29. 31.32 .35.36.37.38.39.40	negative mood
nonfunction	-2.13	%36	19	11	25.28.30.33.34	

Preparing Stereotypic Mood Scale (Positive-Negative) Instructions: The scale's instructions are the guide that guides the respondent, and since the paragraphs prepared by the researcher in the formula are verbal attitudes that measure the two (positive - negative) mood patterns of the graduate student, so I sought the scale's instructions to be clear in measuring the two mood patterns (positive - negative).) and accurate in the diagnosis for students of studies according to specialization, gender, level of study, university and the marking is with (√) under the alternative that applies to the respondent out of the five alternatives (always apply, apply dearly, apply sometimes, apply rarely, never apply),), if the respondents were asked to answer it, frankly and honestly for the purpose of scientific research, and there is no right or wrong answer as far as expressing their opinion, and that

the answer is not seen by anyone but the researcher, and there is no need to mention the name in order to reassure the respondent of the confidentiality of his responses (Al Nabhan, 2013: 85)

Statistical analysis of stereotyped mood scale items (positive-negative): The process of statistical analysis of the scale items is one of the basic operations in building scales (Anastasi1988:192). It aims to reveal the psychometric characteristics that depend to a large extent on the characteristics of its vertebrae. Moreover, this procedure is necessary to distinguish between individuals in the measured trait (Al-Imam et al., 1990: 114). The following are the procedures for checking the psychometric properties:

A. **Discriminating Power of Items:** The objective of the item analysis is to maintain the good items, after ensuring their strength in achieving discrimination between the individuals subject to the measurement, because one of the important conditions for the items of psychological scales is that these items are characterized by a discriminatory strength between individuals with high scores and individuals with low scores in The trait or trait to be measured (Geisel, et al. 1981: 253) indicates the need to select the items with high discriminatory power and include them in the final form of the scale, and to exclude the undistinguished items (Ghisell et al, 1981:434), Because there is a strong relationship between the accuracy of the scale and the discriminatory power of its paragraphs ((Nunnally1976: 262). The researchers verified the discriminatory strength of the paragraphs using the method of the two peripheral groups (Contrasted Groups) by applying the paragraphs of the scale to the statistical analysis sample, which amounted to (400) male and female students, and then determining The total score for each of the respondents' forms, then arranging the forms in descending order according to the total score, from the highest score to the lowest score, then assigning (27%) of the forms with higher scores, and (27%) of the forms with lower scores. The members of each of the upper and lower extremity groups (108) male and female students, and after applying the t-test for two independent samples, to find out the significance of the differences between the upper and lower groups for the scores of each item of the scale, all items of the scale were by comparing them with the tabular t-value of (1.96) are distinguished at the significance level (0.05) and the degree of freedom (216), and thus it was found that all the paragraphs retained their significance statistically, and thus the number of paragraphs was kept to the limit of this measure (31) paragraphs, distributed over the two components (positive mood - ambiguity). Negative Ag), Table (2) illustrates this.

Table (2) The discriminatory power of the items of a stereotyped mood scale (positive-negative) Using the two terminal group method

two-Sample Statistics					Mood Scale Paragraphs	Mood components (positive and negative)
Calculated T-value	Lower group 108		Senior group 108			
	Std. Deviation	Mean	Std. Deviation	Mean		
6.12	1.064	3.73	.730	4.49	1.	

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6.07	1.181	3.63	.728	4.44	2.	positive mood
4.69	1.077	3.71	.818	4.32	3.	
3.10	1.130	3.70	1.098	4.17	4.	
4.65	1.115	3.64	.825	4.26	5.	
3.88	1.177	3.87	.796	4.40	6.	
5.78	1.075	3.76	.755	4.49	7.	
5.25	1.149	3.69	.808	4.40	8.	
4.53	1.111	3.79	.731	4.37	9.	
3.08	.952	3.91	.910	4.30	10.	
6.19	1.152	3.60	.813	4.44	11.	
6.34	.994	3.61	.831	4.40	12.	
5.85	1.066	3.85	.738	4.58	13.	
6.85	1.012	3.28	.939	4.19	14.	
5.57	1.214	3.39	1.022	4.24	15.	
7.97	1.081	3.52	.730	4.52	16.	
7.27	1.138	2.30	1.396	3.56	17.	negative mood
5.62	1.168	2.59	1.264	3.52	18.	
8.92	.998	2.56	1.139	3.86	19.	
8.01	1.195	2.31	1.317	3.68	20.	
6.20	1.227	1.83	1.550	3.01	21.	
8.79	1.164	2.50	1.142	3.88	22.	
6.96	1.242	1.99	1.393	3.24	23.	
7.35	1.179	2.05	1.337	3.31	24.	
8.22	1.276	2.19	1.245	3.60	25.	
8.03	1.241	2.86	.954	4.07	26.	
7.76	1.043	1.81	1.428	3.13	27.	
8.97	1.113	2.06	1.334	3.56	28.	
7.34	1.264	3.01	.958	4.13	29.	
9.17	1.222	2.10	1.310	3.68	30.	
7.23	1.101	2.28	1.271	3.45	31.	

B- The validity of the construction of the mood scale (positive-negative): It was represented in the following procedures:

The relationship of the paragraph score with the total score of the scale: It is intended to calculate the correlation of the degree of each paragraph with the total degree of the scale to which it is related, for all members of the sample, and the aim of this procedure is to know whether the answers for the particular paragraphs are reasonably consistent with the behavior or personality trends that the degrees assume, and thus the total degree of the individual on the scale is used. as an internal criterion in this analysis (Ghiselli, etal,981:436).

The relationship of the paragraph score with the total score of the component to which it belongs: The researchers extracted the amount of the correlation between the degree of each paragraph and the total degree of the component to which it belongs, which number (31) items, by means of the Pearson Correlation coefficient. For the significance of the correlation and compare it with the tabular T-value of (2.58) at the significance level (0.01), so the scale is considered constructively valid according to this indicator.

Relationship of the component's score to the total score of the scale : The two researchers extracted a matrix of internal correlations between the domains of a stereotyped mood scale (positive-negative) using the Pearson correlation coefficient, and it was found that all the correlations, whether between the two components or the correlation of the two components with the total score of the scale are statistically significant after using the t-test for correlation significance and comparing it with the tabular t-value of (2.58) when Significance level (0.01) and degree of freedom (398), (Faraj, 1980: 315).

Psychometric properties of mood scale (positive-negative):

First: Validity Scale Indicators: Honesty is one of the most important psychometric characteristics that should be available in the psychological scale, as it indicates the scale's ability to measure what should actually be measured (Harrison, 1983: 11), so the validity of the current scale was confirmed through the following two types of honesty:

1. **Face Validity:** This indicator is considered honest as the general appearance of the scale or its external image in terms of the type of paragraphs, how they are formulated, and the extent of the clarity of these paragraphs (Al-Chalabi, 92: 2005). The researchers verified this through the procedures referred to in the paragraph related to the investigation of the validity of the scale's paragraphs.

2. **2. Construct validity:** The validity of the construction is looking at the factors or components that make up the phenomenon, and we may find it has several names, such as the validity of the construction or the validity of the concept or the validity of the hypothetical formation (Anastasi & Urbina, 1997: 126-129). The following were mentioned previously in the statistical analysis of the scale items, which are as follows: Relationship of the paragraph degree with the total degree of the scale: The values of the correlation coefficients of the paragraph degree with the total degree of the creative metacognition scale were extracted, and it was found that all correlation coefficients are statistically significant at the level of significance (0.05) , and also the relationship of the paragraph degree with the total degree of

the component to which it belongs: the values of the correlation coefficients of the paragraph degree were extracted with the total degree of the component to which it belongs, and it was found that all correlation coefficients are statistically significant at the level of significance (0.05). Finally, the relationship between the degree of the component and the total degree of the scale. The values of the correlation coefficients of the degree of the component with the total degree of the scale were extracted. It was found that all correlation coefficients are statistically significant at the level of significance (0.05).

3. **Reliability Scale Indicators:** The stability coefficient was used in the following two ways:
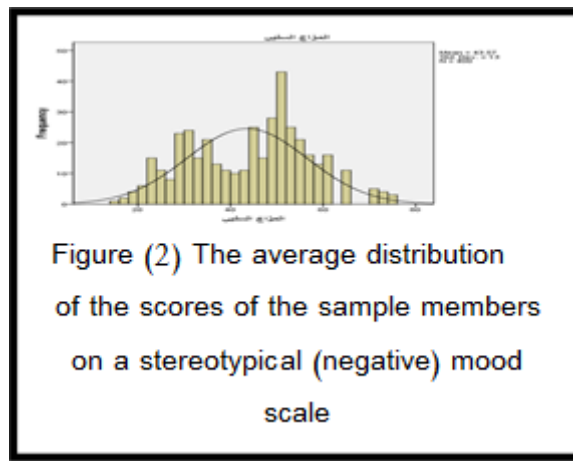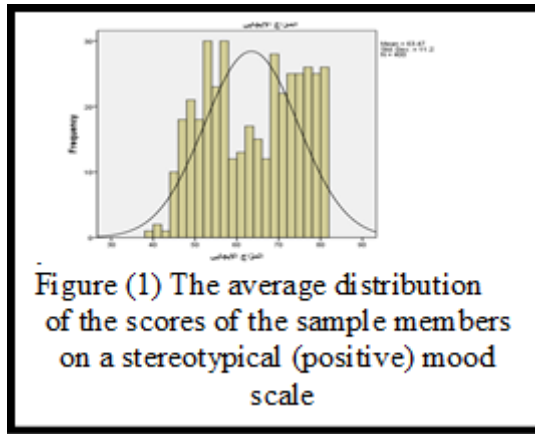   a) The Lambda equation for the two unequal halves:

Reliability Statistics		
Lambda	1	.767
	2	.844
	3	.792
	4	-1.197-
	5	.807
	6	.888
N of Items		31

b) **b- Cronbach Alpha method:** The (Alpha Cronbach) equation measures the consistency of an individual's performance from one paragraph to another, and indicates the degree to which all the paragraphs of the scale share in measuring a particular characteristic of the individual (Thorndike Rohegen 1980: 79), and this method leads to an internal consistency of the scale structure, also called the coefficient of homogeneity (Alam, 2000: 165). To extract the stability in this way for the components and for the scale as a whole, the researcher used the Alpha Cronbach Formula, where the stability coefficient of the scale as a whole was (0.79), which are good indicators of the scale's stability, as Cronbach confirmed that the scale with a high coefficient of stability is an accurate scale. (Cronbach, 1964:639)
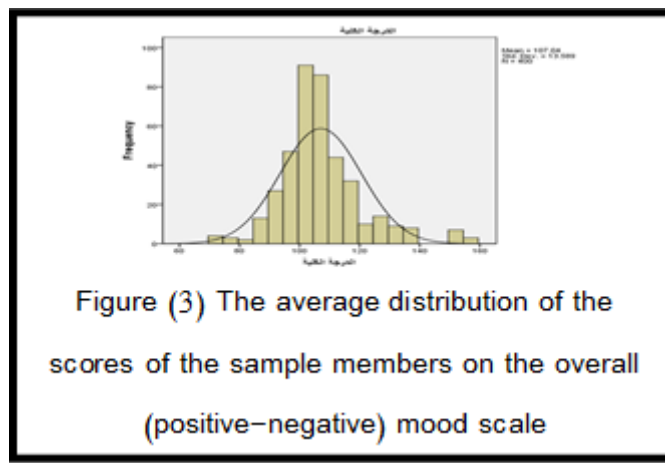
Statistical indicators of stereotyped mood scale (positive-negative): Psychological phenomena are moderately distributed among the members of the community, and accordingly, the extraction of statistical indicators works to clarify the extent to which the distribution of the scores of the sample members is close to the normal distribution, which is a criterion for judging the sample's representation of the studied community, allowing the generalization of the results (Mansi and Sharif, 2014: 182) And after extracting the statistical indicators for the degrees of the responses of the research sample, for each of the positive moods (Fig. 1), the negative moods in the form of (2) and the stereotypical mood scale (positive - negative) as a whole figure (3). positive-negative), was closer to the normal distribution. Table (3) shows this.

Table (3) shows the statistical indicators of the two types of mood (positive-negative)

Statistical indicators	positive mood	negative mood	Total marks
N Valid	400	400	400
Mean	63.47	43.57	107.04
Std. Error of Mean	.562	.650	.679
Median	64.00	45.50	106.00
Mode	80	51	107
Std. Deviation	11.231	13.000	13.589
Skewness	-.110-	-.040-	.954
Std. Error of Skewness	.122	.122	.122
Kurtosis	-1.292-	-.716-	2.225
Std. Error of Kurtosis	.243	.243	.243
Minimum	39	15	72
Maximum	80	75	155
Sum	25387	17429	42816

Figure (1) The average distribution of the scores of the sample members on a stereotypical (positive) mood scale

Figure (2) The average distribution of the scores of the sample members on a stereotypical (negative) mood scale

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Figure (3) The average distribution of the scores of the sample members on the overall (positive−negative) mood scale

Chapter Four: Presentation, interpretation and discussion of the results and the results that he reached: The chapter will be exposed by answering the two research objectives: First Objective: The results of the research showed that the average scores of the two mood patterns (positive-negative) for the research sample of (436) graduate students in the universities of the Middle Euphrates, reached the arithmetic mean (106.74) degrees, with a standard deviation of (13.004) degrees, and the mean The hypothesis was (93), and in order to find out the significance of the difference between them, the t-test for one sample was used, as the calculated t-value amounted to (21.988), which is greater than the tabular t-value of (1.96), at the significance level (0.05) and the degree of freedom (435), and this result indicates that postgraduate students at the universities of the Middle Euphrates enjoy a pattern of temperament, according to the data available in Table (4) .

Table (4) One-sample t-test in the two moods (positive-negative) For postgraduate students at the Middle Euphrates universities

Indication level	T value		degree of freedom	hypothetical mean	standard deviation	SMA	the sample	variable
	tabular	calculated						
0.05 function	1.96	21.988	435	93	13.004	106.74	436	**Moods (positive-(negative**

Table (4) indicates that postgraduate students in the universities of the Middle Euphrates appeared to have mood patterns, and in order for the researcher to identify the most prominent temperament pattern, she examined this by using the t-test for two independent samples about the two mood patterns (positive - passive) among graduate students at the Middle Euphrates universities. It turns out: that

- Positive mood pattern: that the calculated t-value of (27.545), which is greater than the tabular t-value of (1.96), at the level of significance (0.05) and the degree of freedom (435), and by referring to the arithmetic mean of the data, its value (63.47) is greater than the average The hypothesis of the adult measurement (48).
- While the negative mood pattern: the calculated t-value of (-2.196), which is less than the tabular t-value of (1.96), at the level of significance (0.05) and the degree of freedom (435),

and by reference to the arithmetic mean of the data, its value was (43.57) Smaller than the hypothetical mean of the adult scale (45).

This result indicates that postgraduate students at Middle Euphrates universities have a positive mood pattern according to the data available in Table (5). The researcher explains that the postgraduate students at this stage are characterized by higher thinking skills than the previous ones, and their ability to confront situations creatively increases and they have flexibility in solving problems that stand in their way. Problem solving (Langley, 2011:32).

Indication level	T value		degree of freedom	hypothetical mean	standard deviation	SMA	the sample	positive-negative mood patterns
	tabular	calculated						
0.05 function	1.96	27.545	435	48	11.231	63.47	436	positive mood
0.05 nonfunction		-2.196		45	13.000	43.57		negative mood

The second objective: to extract the differences in the sub-variables in the two types of mood (positive - negative) according to the variables (gender, specialization, level of study, university). The researcher used the Three Way ANOVA to reveal the results of statistically significant differences for the variables (gender, specialization, level of study, university), and for the two-way interactions between (specialty * university) (specialty * gender) (specialty * level of study) (university * gender) (university * study level) (sex * level of study) and for the tripartite interactions in (specialization * university * gender) (specialization * university * level of study) (university * gender * level of study) and for the quadruple interactions in (specialization * university * gender * level of study) shown in table (6)

Indicationɒ 0.05	Calculated F	mean squares	degree of freedom	sum of squares	Contrast sources
function	6.939	1112.439	1	1112.439	Specialization
not significant	1.086	174.003	3	522.010	the University
function	7.272	1165.593	1	1165.593	Gender
function	13.69	2195.892	1	2195.892	Study level
not significant	1.006	161.206	1	161.206	Major * University
not significant	0.155	24.816	1	24.816	Specialization * Gender

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not significant	1.244	199.458	1	199.458	Specialization* Level of Study
not significant	0.684	809.705	1	109.705	university * gender
not significant	0.832	133.293	1	133.293	University * study level
not significant	0.139	23.821	1	23.821	gender* education level
not significant	3.014	483.0995	2	966.199	Major * University * Gender
not significant	1.309	209.757	2	419.514	Major * University * Study level
not significant	0.266	42.694	2	85.380	Specialization * Gender * Level of Study
not significant	0.299	47.8505	2	95.701	University * gender * level of study
not significant	0.412	66.067	3	198.2	Major * University * Gender * Study level
		160.294	412	66041.000	The error
			435	73454.23	total

Table (6) Results of the Three Way ANOVA on the significance of differences in the two types of mood (positive - negative) according to the variables (gender, specialization, level of study, university).

To discuss the findings of the researchers, you will do the following

First: Significant values in the positive mood pattern: Through what was shown in Table (6), and with regard to what was produced by the Three Way ANOVA, the researcher found that the significant values were as follows:

The statistical differences in each of (**specialization**), where the calculated t-values of (6.939) were greater than the tabular t-value of (3.841) at the level of significance (0.05). This indicates that there is a difference between disciplines in favor of scientific specialization in the positive mood pattern. The researcher went back to the same averages and found that the average level of scientific specialization with a value of (107.26) with a standard deviation of (0.988) was greater than the arithmetic mean of the level of human specialization with a value of (107.21) with a standard deviation (1.190). This indicates that postgraduate students in the scientific specialization have a positive mood, which is shown in Table (6)

Table (6) Fisher's value for the variable of specialization in the two moods (positive - negative)

Fisher value	standard error	SMA	the level	a variable	sequence
6.939	1.190	107.21	Humanitarian	Specialization	1
	0.988	107.26	scientific		

The statistical differences in each of (sex), where the calculated t-values of (7.272) were greater than the tabular t-values of (3.841) at the level of significance (0.05). This indicates that there is a difference between the gender of students (males and females) to which the graduate students belong in the positive mood pattern. The researcher went back to the same averages and found that the average of females (students) with a value of (107.26) and a standard error of (1.212) was greater than the arithmetic mean For males (students) with a value of (106.117) and a standard error of (0.965). This indicates that female graduate students have a more positive mood than males, as shown in Table (7).

Table (7) Fisher's value for the specialization variable in the two moods (positive - negative)

Fisher value	standard error	SMA	the level	sequence	ت
7.272	0.965	106.117	student	sex	1
	1.212	107.26	student		

The statistical differences in the (study level) where the calculated t-values of (13.69) were greater than the tabular t-value of (3.841) at the level of significance (0.05). This indicates that there is a difference between the level of study (Master's and PhD) to which the graduate students belong in the positive mood pattern. The researcher went back to the same averages and found that the average of the doctoral study with a value of (108.159) and a standard error of (0.925) was greater than the arithmetic mean of the master's study With a value of (105.959) and a standard error of (0.925). This indicates that doctoral graduate students have a more positive mood than studying for a master's degree, which is shown in Table (8).

Second: The non-significant values in the two types of mood (positive - negative): Through what was shown in Table (32) with regard to what was produced by the Three Way ANOVA, the researchers found that the non-functional values were as follows:

-The statistical differences in each of the (university), where the calculated t-values of (1.086) were less than the tabular t-value of (3.841) at the level of significance (0.05.(

-The statistical differences in the binary interaction between (specialization * university), where the calculated t-values of (1.006) were less than the tabular t-value of (3.841) at the level of significance (0.05).

-Statistical differences in the binary interaction between (specialization * gender), where the calculated t-values of (0.155) were less than the tabular t-value of (3.841) at the level of significance (0.05).

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-The statistical differences in the binary interaction between (specialization * study level), where the calculated t-values of (1.244) were less than the tabular t-value of (3.841) at the level of significance (0.05).

 -The statistical differences in the binary interaction between (university * gender), where the calculated t-values of (0.684) were less than the tabular t-value of (3.841) at the level of significance (0.05)

 -Statistical differences in the binary interaction between (university * study level), where the calculated t-values of (0.832) were less than the tabular t-value of (3.841) at the level of significance (0.05)

 -Statistical differences in the binary interaction between (sex * study level), where the calculated t-values of (0.139) were less than the tabular t-value of (3.841) at the level of significance (0.05).

 -Statistical differences in the triple interaction between (specialization * university * gender), where the calculated t-values of (3.014) were less than the tabular t-value of (3.841) at the level of significance (0.05.(

 -Statistical differences in the triple interaction between (specialization * university * level of study), where the calculated t-values of (1.309) were less than the tabular t-value of (3.841) at the level of significance (0.05.(

 -Statistical differences in the triple interaction between (specialization * gender * level of study), where the calculated t-values of (0.266) were less than the tabular t-value of (3.841) at the level of significance (0.05.(

 -Statistical differences in the triple interaction between (university * gender * level of study), where the calculated t-values of (0.299) were less than the tabular t-value of (3.841) at the level of significance (0.05.(

- Statistical differences in the four-way interaction between (specialization * university * gender * level of study), where the calculated t-values of (0.412) were less than the tabular t-value of (3.841) at the level of significance (0.05).

The researchers explain their findings as follows:

- The reason for the high positive mood in the scientific major is due to the nature of the subjects in the scientific specialization, as they require higher thinking abilities, as they require inference, experimentation, conclusion and analysis to reach the required solutions, in addition to their practical and applied aspect, which makes students think creatively and enhances them to solve problems in a creative way, which It reflects positively on them and generates more confidence and optimism for them, and this is reflected in their positive moods, as (Biss, Hasher & Thomas, 2010; Biss & Hasher, 2010) indicated that the (positive) mood of the student leads to an increase in creativity and flexibility of the student.

- The positive mood of female students compared to males indicates that females are more able to bear the difficulties of academic life, as most of their attention is focused on scientific development and trying to rise in the stages of their academic life, in addition to the fact that

the level of motivation and demand for study is sometimes higher among females compared to males, which is reflected They increase their self-confidence, increase optimism, and search for innovative and creative solutions to the obstacles they may face, and this is what outweighs their positive mood compared to their negative mood.

- The reason for the high positive mood among doctoral graduate students compared to the master's is due to experience and culture in the academic field and life in general, which may give them confidence in their personal effectiveness and give them more flexibility and creative abilities, to face the problems that hinder their academic path due to their age level as they are adults and culturally because of their academic achievement It gives a positive dimension to their judgments about their abilities to accomplish the tasks, especially that they tried the scientific life and learned the level of their capabilities and abilities, and the experience in practical life gave them knowledge and awareness in absorbing and solving problems in life and instilled in them confidence in themselves that motivates them and pushes them to overcome difficulties, which is reflected positively on their moods.

The Conclusions:

- Postgraduate students at the universities of the Middle Euphrates have two types of mood (positive – negative).
- Graduate students have a positive mood pattern.
- There are differences in the two types of mood (positive) in favor of the variables (gender, specialization, level of study).

Suggestions: The Suggestions The researchers suggest the following:

1. Interest in conducting more studies to explore the direct and indirect influence between the two types of mood (positive-negative) and university community variables.
2. Interest in conducting studies concerned with knowing the effect between the two types of mood (positive-negative) and other psychological variables.
3. Conducting studies on the two types of mood (positive - negative) among other groups of the university community who have or hold administrative positions at the university.
4. Finding the relationship between the two types of mood (positive - negative) and the problem-solving skills of educational counselors.
5. Preparing training programs that help in developing a (positive) mood pattern.

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