

The effect of a training program on developing some positive thinking skills among students of fine arts institutes

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Abstract

This study gains its importance from the fact that it deals with positive thinking. The current study tries to know the effect of the training program on positive thinking among students of the Institute of Fine Arts by testing the following null hypotheses- :

- 1. There are no statistically significant differences between the experimental group's fear scores before and after the programmed.*
- 2. There are no statistically significant differences between the ranks of the experimental and control groups.*

To achieve the objectives of this study, two tools were used: the positive thinking scale and the program prepared according to the model prepared by the researcher. The experimental method was used to verify the hypotheses of the study. The sample consisted of (10) students who scored lower on the positive thinking scale. The sample is chosen from the Institute of Fine Arts in Baqubah. They are randomly distributed into two equal groups. The program was used according to positive thinking with the experimental group, while the control group was not exposed to such a program, and the number of counseling sessions was (12) sessions. The validity of the program is achieved by exposing it to a number of experts. In order to process data statistically, a single-sample T-test and independent samples, Man-Witny and Wilcoxon's test are used, and the following have been discovered:

- 1. There are statistically significant differences at a significance level of 0.05 in favor of the experimental group and the program.*
- 2. There are statistically significant differences at a significance level of 0.05 in the post-test in favor of the experimental group*

Key word: *training program, positive thinking skills*

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I. Introduction

Research problem

The thinking process is a human process that requires efforts from many sides during the stages of development and affects many genetic factors and the cultural environment. A person is born equipped with a thinking machine, which is the mind, and this mind gives its orders. For the senses, to preserve pleasant experiences and give up bad experiences, and the more positive thinking, the more it leads to an effective and successful solution, and the more negative thinking, the more difficult the problem and the use of inappropriate strategies in solving it, and this is what negative thinking means that makes the individual look at his life with a vision It makes it gloomy and makes it more miserable (ZiadBarakat, 2005, p. 6) Hence we realize the importance of positive thinking. Anyone can decide how they think. If he chooses positive thinking, it can remove many unwanted feelings that may hinder him from achieving what is best for him, and through the work of researchers in the educational field, they noticed that our educational system lacks a development mechanism. Positive thinking for students. The low level of positive thinking among students makes them more vulnerable to psychological suffering, as it is one of the essential aspects of positive mental health. The goal we pursue as educators is to prepare students both scientifically and professionally. Therefore, it became necessary to pay attention to the positive aspects of preparing students because they will work in the future in many fields. The ability to think positive is one of the gates leading to success and this is called "positive thinking". Therefore, the need to build a training program to develop some positive thinking skills among students of fine arts institutes.

Research importance

(Goleman) believes that individuals in general, who are in a good psychological state, have a tendency to positive thinking and optimism when making some plans and making decisions, and this happens to some extent because the memory determined by the mood makes individuals in a good psychological state. They mention and make them remember the events that have a good and positive effect, so the evaluation of the subjects at that time takes a positive direction, and on the contrary, the memory and the bad psychological state of the individuals make them take a negative attitude. Counseling and making bad decisions, and we also find that optimistic and hopeful individuals set greater goals before their eyes than others because they think in ways that increase and raise their level, and those who have high hopes share some qualities such as the ability to motivate, feeling the ability to overcome difficulties if we think in a positive way for the sake of Achieving goals (Goleman, 2000, pp. 129-130). He pointed out that the concept of positive thinking is related to several variables, including the study (Iris, 1988) (Ayers, Joe, 1988), which revealed the relationship between communication anxiety (talking) and positive thoughts that indicated a great relationship. Between conversation anxiety and the use of positive and negative thoughts, these positive thoughts reduce self-awareness of dialogue anxiety. Institutes of Fine Arts are an important educational institution because they leave their imprint on students' academic and professional future. And they are responsible for preparing students for a family and social life that achieves adaptation and mental health for them. Training programs have an important role in modifying the desired behavior, and (modeling method) is one of the methods used to modify those behaviors. (Bandura Wolters) believes that individuals learn most of their behaviors through the models presented to them, as some types of behavior can only be learned through the influence of models. (Schlitz, 1983: 327) The modeling method has been adopted in several studies as a technique in its training program, including the study

(Gaith et al., 2011) in which the modeling method played a major role in developing stress skills. For mothers of infants with meningocele, where it has had an effect, there is ethics in the training program (Ghaith et al., 2011: pp. 303-325). The importance of the current research is reflected in two aspects, namely: - The theoretical aspect of the research, which is:

1. A study aimed at developing positive thinking among students of institutes of fine arts.
2. It alerts the specialists in the educational field to the importance of positive thinking in the lives of students and its implications for their way of thinking, their academic achievement and other aspects in their lives.

The application side of the research being- :

1. Provides specialists in the educational field with a training program that can be applied to students in order to develop positive thinking for them.
2. It provides specialists in the educational field with a tool to measure the positivity of students.

Research aims

The current research aims to identify: - The impact of a training program in the modeling method in developing some positive thinking skills among students of fine arts institutes by verifying the following hypotheses- :

1. There are no statistically significant differences at the level of (0.05) between the scores of the experimental group before and after the program.
2. There are no statistically significant differences at the level of (0.05) between the experimental group's scores and the control group's scores in the post-test.

Search limits

First: - Impact Definition (Al-Razi, 1983): - and the effect is to keep the effect on something (Al-Razi, 6, 1983)

The theoretical definition of the researcher: - It is the ability to maintain influence.

Procedural definition of the research: - It is the ability of the prepared training program to develop some positive thinking skills among students of fine arts institutes through the results obtained as a result of implementing the program.

Second: - The training program

- A. Definition (Ghaith et al., 2011): A set of measures aimed at achieving its end (Ghaith et al., 307,2011)
- B. The theoretical definition of the two researchers: - A series of activities or processes that must be carried out in order to reach a specific goal.
- C. The procedural definition of the researchers: - that it is a group of scientifically designed sessions that include, under each session, methods that end with purposeful strategies and techniques.

Third :Positive thinking

Beaver's definition (2003): "Positive thinking is: using the ability of the subconscious to persuade positively." (Beaver, 2003, p. 12)What I knew (Muhammad 2006) is using the power of your subconscious mind (your unconscious mind) to influence your general life in a way that will help you achieve your hopes and achieve your dreams (Muhammad, 2006, p.29)The theoretical definition of researchers: It is our innate ability to think in order to reach better results through positive thoughts.Procedural definition for researchers: It is represented by (the total score obtained by the respondents through their answers to the paragraphs of the Positive Thinking Scale).

II. Theoretical framework

In this chapter, the two researchers will review the views of some psychology theorists who have contributed to the interpretation of the two research variables, namely positive thinking and the modeling method of social learning theory used in the training program, as follows- :

First - Positive thinking

Man strives in all stages of his life and at any time or place for his life and the life of those around him to be full of happiness, prosperity and continuous success in various areas of life, and for this he is trying hard to bring for himself and others good, material and moral interests, and to pay himself harm and pain, and to reach To his goal, he must first improve his intellectual levels by adopting a sound intellectual approach towards himself, society and life in general, and train himself to give up negative thoughts that limit his abilities, which waste his efforts on the way to achieve his goals, and positive people are those who are happy with what They adopt it from rational thoughts that guide them in their personal lives. And behavioral and social attitudes, such as some intellectual and behavioral beliefs, for example: the individual must face difficulties and not flee from them; the easy and quick solution may lead in the long term to bad effects, and succeed. Things in our life depend on our skills, activity and methods in all available doors (Abd al-Sattar Ibrahim, 2008: 101) in exchange for positive ideas that achieve success and satisfaction for their owners, it is logical that there are styles, beliefs, and mental trends that contradict positive thinking and thus contribute to causing chaos. Psychiatric disorder and maladjustment, that is, dealing with concepts and responding to the different situations that face us, can be treated and thought about either in negative ways. It is difficult and gives the individual the feeling of unhappiness, or in positive ways that help him in performing normal behaviors. (Abd al-Sattar Ibrahim, 2008: 116).

The benefits of positive thinking - :Among the benefits of using positive thinking are as follows:

1. Positive thinking is the secret of outstanding performance, whether in study or in the work environment.
2. Positive thinking enables us to choose successful goals.
3. That the positive, constructive change that we make inside ourselves will have a beneficial effect on our personality.
4. Positive thinking makes life enjoyable and full of happiness with anxiety, but to a lesser extent.

5. "The human mind possesses one idea at any time. If we introduce a positive thought into it, I bring out the negative thought that corresponds to it, as the mind does not accept emptiness. If we do not fill it with positive thoughts, we will fill it with negative thoughts".

6. The positives in our minds and our feelings are created in our lives: positivity, optimism, energy, and the ability to defend oneself.

7. When we think in a positive way, positive attitudes are attracted to us, and the opposite happens when we think in a negative way, so we attract negative attitudes.

8. "A person who thinks positively and relies on himself, and looks optimistic, can really appeal to what is around him and release capabilities that achieve the goal".

"Positive thinking is a process and a procedure and not an end in itself, and we should not overdo it on its own because it is sufficient to change life for the better. It is necessary for a person to have some strategies, and some gradual plans to change the way he thinks, feels, and also To change what he does every day (Saeed bin Saleh Al-Raqeeb, 2008: 9-10)

Second: Positive Psychology and Positive Thinking

Positive psychology (positive psychology) began as a movement that developed from positive thinking to positive self-knowledge by Martin Seligman, President of the American Psychiatric Association, and with this, the focus of psychological studies became on the strengths of the human psyche such as happiness, reassurance, hope, psychological stability and appreciation. . Social and contentment, aiming to overcome the stresses that lead to mental health disorders (Seligman & Csikszentmihalyi, 2000, 5-14) when individuals are in a good psychological state. In the case, they have a tendency to think positively when making some plans and making decisions, and this happens to some extent because the memory determined by the mood makes individuals in a good psychological state and makes them remember the events that have the good and the positive effect, and in light of this, the evaluation of the subjects takes their time in A positive attitude and, conversely, a memory is when individuals have a bad psychological state that causes them to take a negative attitude and make negative decisions (Daniel Goleman, 2000: 129-130) (Seligman et al.) Developed a classification of positive personality traits that include twenty-four traits It arises from six virtues: wisdom, knowledge, courage, love, justice, self-control, and transcendence, and the use of these qualities by a person makes him achieve true happiness. What distinguishes a person from others is his strong tendency to think positive, especially healthy ones. Queens of the mind is a method of positive and logical thinking. (Abdul-Murid Qasim, 2009: 692)

Third: Social learning theory

The authors of this theory are the two scientists. Bandura & Walters And this theory considers that this type of learning is learning by imitation or by observation and learning from role models. (Al-Shinawi, 2000: 58) (Modeling) is defined as learning new behavioral responses or patterns by observing the behavior of others or observing patterns, and learning in this case is called model-based learning (Al-Zayat, 1996: 365) This theory indicates that there are four stages of learning through the model are - :

1. The attention stage - :Attentional Phase Attention is a prerequisite for the learning process to occur, so you do not know without attention, as the observer carefully pays attention to the behavior of the

model, including its silent gestures or hints, and carefully follows it in order to intervene information in its cognitive domain (Al-Zayat, 1996: 367)

2. The retention phase Retention Phase / (Learning takes place through communication (juxtaposition), so the two neighboring events are necessary, namely (attention to the performance of the model) and (representation of that performance in the learner's memory) 0 and the material is better preserved when we train on it and repeat it publicly or not publicly, so the non-public repetition of the material to be learned It helps the learner to maintain the behavioral model to be modeled, and training and repetition helps to make an analogy between the behavior of the learner and the behavior of the model (Abu Jadu, 2003: 206)

3. The reproduction stage Reproduction phase The process of reproducing behavior improves through: - A - listening, repeating, visualizing or imagining the behavior that is the subject of learning by observation 0

4. Practice-based sequential approximation towards better performance (Al-Zayyat, 1996: 371 0

5. Motivation stage Mutational Phase / Affect learning processes by observation through self-selection of reinforcing or saturating behavioral patterns that emanate from the model (Al-Zayat, 1996: 372)

6. The social learning theory believes that reinforcement or proxy punishment are two factors that affect the learner's motivation to perform the behaviors to be learned and not on the learning itself (Abu Jadu, 2003: 206)

By presenting a summary of the theory of social learning, the two researchers will adopt this theory as a frame of reference in the implementation of their training program sessions for the following reasons- :

The scientific goal of this theory is to acquire the best ways to transform or change the unwanted behavior This theory is one of the theories that contribute to explaining social behavior. This theory is characterized by the multiplicity of its methods and concepts and the role of learning in it through observation. The presentation of sensory patterns helps to create a store of the desired behavior. The use of the modeling method is an effective method that helps to share between the observer and the models and gains the student to take responsibility, and the concept of self-esteem and respect for others and others.

Search procedures

Research procedures / we will review the procedures that were carried out to achieve the objectives of the research, which are- :

First: - The experimental design / the experimental and control groups were approved. The pre and post tests were performed for the experimental and control groups, and the back test for the experimental group, and Table (1) illustrates this.

Table (1) Experimental Design

Postponed test	Post test	training program	Pre-test	Experimental group	The research sample
	Post test	Without	Pre-test	Control group	

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Second: - Research community / The current research community includes students of the Institute of Fine Arts in the city of Baqubah, as the number of students in it reached (611) students.

Third: - The research sample / the research sample includes- :

Student sample: - The number of students reached (411) students, aged between (16-18) years, divided into three stages of study (first, second and third) for departments (plastic, Arabic calligraphy and design)The following steps were taken when selecting the current research sample:

1. Applying the positive thinking scale to the students of the Institute of Fine Arts
2. Selection of (10) students from those who scored less than the hypothetical mean of (15) degrees and their scores ranged between (10-14) on the positive thinking scale.
3. Distributing students randomly into two groups, one of them is a control and the other is experimental by (5) students in each group, as shown in Table (2)

Table (2) Distribution of students to the experimental and control groups

Total	The number of students	Totals
5	5	Experimental group
5	5	Control group
10	10	Total

Parity between the two groups: - The experimental and control groups were rewarded with some factors that may affect the safety of the experiment, namely (the degree of positive thinking before starting the experiment, the work of the mother, the work of the father)

First: - **The degree of positive thinking before starting the experiment** / to ensure the parity of the two groups of (10) students on the variable of students 'grades on the positive thinking scale and based on the positive thinking scale that was built by the two researchers, Mann's equation was applied to the ranks and the calculated value was (11) It is greater than the tabular value of (0.075), so the difference is not statistically significant .And as shown in Table (3)

Table (3)the scores of the members of the experimental groups and the control group on the positive thinking scale in the pretest test, their ranks and value (U) Calculated and Tabular 0

The significance level is at 0.05	Values U		Control group		Experimental group		T
	Tabular	Calculated	Rank	Class	Rank	Class	

The difference is not statistically significant at a significant level 0.05	0,075	11	3,5	11	9	13	1
			1,5	10	1,5	10	2
			12	12	6	12	3
			13	13	3,5	11	4
			12	12	9	13	5
			R. 2 26	N 2 5	R. 1 29	N 1 5	
			12		11,5		Average

Second: - the mother's work : - To find out the significance of the difference between the mother's work for the sample members, use the chi-square test Chi-Square For two correlated samples, the differences were tested at a significance level of 0, (05 and it turns out that the calculated value (0, (455 and it is smaller than the tabular value (3.14) and thus there was no statistically significant difference 0 and this indicates that the two groups are homogeneous in the mother's work variable, and Table (5) illustrates that.

Table (5) Statistical values of the chi-square test of the mother's working variable for the two experimental groups

And control subjects

indication The difference	level indicatio n	Values K Tabula r	Values K Calculate d	Degree Freedo m	Number Individual s the sample	Mother's work		the group	T
						do not wor k	Workin g		
Non D. Statistical ly	0,05	3,14	0,455	1	5	2	3	Experimenta 1	1
					5	1	4	Control	2

W the third: Father Worked - :The significance of the difference between the variable work of the father used to single out the sample test (chi squareChi-Square) For two correlated samples, the differences were tested at the level of significance (0)(05)It turned out that the calculated value (0.455) is smaller than the tabular value (3.14) and thus there was no statistically significant difference. This indicates that the two groups are homogeneous in the father's work variable, and table (6) illustrates that.

Table (6)Statistical values of the chi-square test of the paternal work variable for the experimental and control groups

indication The difference	level indication	Values K Tabular	Values K Calculated	Degree Freedom	Number Individuals the sample	Father's job		the group	T
						does not work	Works		
Non D. Statistically	0,05	3,14	0,455	1	5	1	4	Experimental	1
					5	2	3	Control	2

Fourth: - The two research tools / to verify the objectives of the research, the following two tools have been adopted: -

First - :Positive thinking scale

After reviewing the literature on positive thinking and the previous measures in it, they did not find a suitable measure for the sample of the research, and in order to achieve the objectives of the research, the two researchers built a scale for positive thinking for students of fine arts institutes according to the following steps- :

A- Determining the theoretical perspectives for building the scale :Determining some basic considerations and theoretical perspectives for building the scale before starting to prepare it is an important step that must be taken because it forms the basis on which that scale is based and from which it derives its scientific components.

B- Identifying the fields or components of the scale :The components of the positive thinking scale were determined in light of what the two researchers have derived from the point of view of positive psychology, and accordingly, six areas were identified and they are) satisfaction with life, optimism for the future, love of risk, self-acceptance, cognitive development. Emotional Control (For the purpose of verifying the validity of these fields in the positive thinking tool, Appendix (1) was presented to a group of experts and specialists in the field of educational and psychological sciences, as their number reached (10) experts in Appendix (1) and asked them to state their opinion on

1. The validity of the definition of positive thinking
2. Identification validity for each domain.
3. Comprehensiveness of domains.

All the opinions of the experts agreed on the aforementioned areas, with an agreement between (80-100%) on the scale of positive thinking.

C- Preparing the scale paragraphs: For the purpose of preparing the scale paragraphs appropriate for each of the six areas, and in light of their definitions, the two researchers have reviewed a set of previous studies and measures in order to benefit from them, or from the ideas in their paragraphs to reformulate them in accordance with the research community and the approved definition of each A domain and the scale has become in six domains and by (5) paragraphs for each area. Table (6) shows the distribution of paragraphs on each area of positive thinking, their number and arrangement.

Table (6) Distribution of the positive thinking items on the domains

Paragraph arrangement	Number of paragraphs	Domains	
1,2,3,4,5	5	Satisfaction with life	
6,7,8,9,10	5	Optimism for the future	
11,12,13,14,15	5	Risk-taking	
16,17,18,19,20	5	Self-acceptance	
21,22,23,24,25	5	Cognitive development	
26,27,28,29,30	5	Emotional control	
30	The total		

D- Indicators of honesty (validity of the paragraphs of the Positive Thinking)ScaleAfter the scale paragraphs were formulated in their initial form, the scale paragraphs were presented in their initial form to (10) experts (Appendix 1) to demonstrate their suitability for measuring positive thinking, and the two researchers adopted a percentage of (80%) or more experts to accept the paragraph and count it valid, and in light of the experts' opinions, the (30) Paragraphs for obtaining an agreement percentage (80%) or more from the experts, and Table (7) explains that :

Table (7)The ratio of expert opinions on the tool's paragraphs

The validity of the paragraph	percentage	Number of approving arbitrators	Number of paragraphs	Paragraph numbers
Valid	100%	10	13	4,6,11,12,13,14,15th,16,17,18,29
Valid	90%	9	12	19,20,21,25,24,26,27,28,30
Valid	80%	8	9	23,22,9,8,7,5,3,2,1

E - Determining the answer alternatives for the scale :After the two researchers took into account the opinions of the experts on the suitability of the alternatives to the answer, the researcher developed two alternatives because they formulated each paragraph in two forms, one positive and the other negative.

F - Preparation of scale instructions: For the purpose of clarifying the method of answering the two researchers prepared instructions for answering the paragraphs of the scale and clarifying to the respondents the confidentiality of information and that the aim of the study is for the purposes. From scientific research only, and the two researchers deliberately concealed the purpose of the scale so that the respondent would not be affected by it upon the answer. In response to the falsification of his answer (Grenbach 1970: 46), the researcher asked to answer frankly and leave no paragraphs.

Statistical analysis of the positive thinking scale: The statistical analysis aims at the number of paragraphs with appropriate psychometric characteristics and thus have good standard characteristics, so it is necessary to verify the standard properties of the paragraphs as a good tool for them and to modify them or exclude inappropriate paragraphs (Ghiselli (1981: 421), and to achieve this in The current research took the following steps:

a. The two researchers applied the tool on a sample of (400) male and female students from the research community, who were chosen by the stratified random method, indicating (Nunnally 1978) that the size of the discrimination sample is related to the number of paragraphs of the tool. The number of paragraphs should not be less than five times to limit the effect of chance in the Non-Statistical Analysis (1978: 262)

b. The two researchers corrected each questionnaire and gave each paragraph a score according to its type (negative / positive) and combined the scores of the paragraphs by giving it the total points of each question.

c. The order of the forms (L400) in descending order from the highest degree to the lowest degree.

Dr. Withdrawal (27%) from the upper group and (27%) from the lower group. The forms in each group reached (108) forms. Building validity: It is used to know the extent to which the scale measures a certain behavioral phenomenon or feature, as the researcher tries to know the search for the behavioral phenomenon that

he seeks to measure, (Al-Zobaie and others). The. 1987: 43). Which subject the researcher to the measurement, which is an accurate way to know the validity of the scale in terms of the fields are related to each other Pearson correlation coefficient was used for happiness tool components as shown in Table (8).

Table (8) the values of correlation coefficients in the areas of positive thinking with each other

Total	Emotional control	Cognitive development	Self-acceptance	Risk-taking	Optimism for the future	Satisfaction with life	Domains
4,424	0.309	0.852	0.761	0.860	0.642	1	Satisfaction with life
3,268	0.364	0.464	0.309	0.489	1	0.642	Optimism for the future
4,283	0.464	0.724	0.746	1	0.489	0.860	Risk-taking
4,334	0.855	0.663	1	0.746	0.309	0.761	Self-acceptance
4,350	0.648	1	0.663	0.723	0.464	0.852	Cognitive development
4.421	1	0.640	0.307	0.855	0.762	0.863	Emotional control

It is clear from this table that the areas of positive thinking are positively related to each other

Stability Reliability: Consistency is defined as the accuracy in estimating the real relationship of the individual to the characteristic that the test measures (Odeh and Melkawi, 1987: 161). One of the conditions for a good scale is its attribute with high stability) AnastasiaThe reliability of the test was found in two ways:

1. The re-test method - retesting: The calculation of stability through the return method refers to the coefficient of stability over time (Dawas (1997: 4), and to find the coefficient of stability by re-application, the positive thinking scale was applied to a sample of (50) students. They were randomly selected from the Dhibba Islamic Preparatory School for Girls and the Adnaniyah Secondary School for Girls, then the scale was re-applied to the same sample after two weeks, and after using the Pearson correlation coefficient between the first and second applications, it became clear that the correlation coefficient reached (0.80), which is a good reliability coefficient.

2. Wackronbach method: coefficient of internal consistency: The idea of this method is based on calculating the correlations between the degrees of all the paragraphs of the scale on the basis that the paragraph is an independent measure (Odeh, 1985: 149). The method is a good estimate of stability in most cases (Nunnally (1978: 230). To calculate the degree of stability, the first applied sample in a sample of re-test stability (50) students whose answers were approved for each paragraph with a total score for each respondent, and the reliability coefficient was (0.80), which is Good reliability coefficient to count.

Description of the positive thinking scale :The positive thinking scale consists of (30) items in its final form (Appendix 2), and it is divided into (6) areas that form one component of positive thinking. The answer alternatives for the scale include two alternatives, one of which is positive thinking and weighs (1) and the other is negative thinking with its weight (Zero) and thus the theoretical upper limit for the answer is (30), and the lowest score is (zero), as the hypothetical average of the positive thinking scale has reached (15)

.Second: - The training program - :Identifying needs is an important step in the training program As the two researchers applied the positive thinking scale on a sample of students of fine arts institutes, as it reached (400) students, and the two researchers saw that all the paragraphs are necessary needs for the sample, so they approved all the paragraphs in determining the needs for the training program and Table (9) shows that

Table (9) needs of the training program

Session title	Paragraph	T
Satisfaction with life	A / I feel good about my life. B / My life is not what I want.	
Satisfaction with life	A / I see that my life will be bright, happy and satisfied. B / I think my life is not happy and I will never be happy as I was.	
Satisfaction with life	A / I believe that life is full of positive opportunities. B / I believe that life is scarce with positive opportunities.	
Satisfaction with life	A / I feel that God is taking care of me with His care. B / I feel that fate is against me, not mine.	
Satisfaction with life	A / I feel satisfied because my affairs are going in my favor. B / I am very upset because my affairs are not going on as I want.	
Optimism for the future	A / I think I am one of the lucky ones. B / I and my luck are in an opposite relationship.	

Optimism for the future	A / I think I'm going well. B / Amory is going for the worse.	
Optimism for the future	A / optimistic about the future. B / I have fears for the future.	
Optimism for the future	A / today's difficulties will disappear later. B / My difficulties increase day after day.	
Optimism for the future	A / I like arts that call for optimism. B / I am inclined to the arts that evoke sadness.	
Risk- taking	A / I tend to take risks in life situations. B / Stay away from the risk because the consequences are not guaranteed.	
Risk- taking	I tend to do things that: A / You leave me free to think and decide. B / Clear and familiar business.	
Risk- taking	When I encounter a difficulty for which there is no clear solution: A / I act as appropriate even if the result is not what I want. B / I consult with whom I know about.	
Risk- taking	A / I have more than one way to get things done. B / I always have one way to get things done.	
Risk- taking	A / I think my life is renewed because of my ability to take risks and not accept them as they are. B / I think that my life is always moving towards the better because I do not take any risks in it and accept it as it is.	
Self- acceptance	A / I don't necessarily succeed in everything I do because I did my best. B / I always aim for success in everything I do.	

Self-acceptance	<p>A / I trust myself and I will not be upset if someone finds out that I or my work has something wrong.</p> <p>B / I get upset if someone finds out that my or my work has something wrong</p>	
Self-acceptance	<p>A / I trust myself and it doesn't bother me too much when I have failed in some things.</p> <p>B / Difficult to bear failure frustration.</p>	
Self-acceptance	<p>A / When I'm doing something I don't care if I make some mistakes.</p> <p>B / I carefully scrutinize what I do as I may cancel or delay what I do.</p>	
Self-acceptance	<p>A / Enjoy the exercise of personal pleasure, even if some denounce it.</p> <p>B / keep away from any personal pleasure if someone around me denounces that.</p>	
Cognitive development	<p>A / Plan my time well so the result will be different.</p> <p>B / Whatever you do, the result will remain the same.</p>	
Cognitive development	<p>I think my success or anyone else's success is contingent on:</p> <p>A / allocate time for work and time for fun and entertainment.</p> <p>B / Difficulty and diligence, and whatever else is a waste of effort.</p>	
Cognitive development	<p>A / I can make my life interesting.</p> <p>B / Life is boring and bleak and I can't change it.</p>	
Cognitive development	<p>A / I try to recognize my weaknesses to avoid them.</p> <p>B / I avoid recognizing my weaknesses because it will increase my sense of weakness.</p>	
Cognitive development	<p>A / In life there is room for the growth and growth of others around me.</p> <p>B / I believe that life's opportunities are limited and the possibilities for growth narrow.</p>	
Emotional control	<p>A / Enjoy the exercise of personal pleasure, even if some denounce it.</p> <p>B / keep away from any personal pleasure if someone around me denounces that.</p>	
Emotional control	<p>A / I think I am patient.</p> <p>B / I lose my patience quickly.</p>	

Emotional control	A / I get angry for certain reasons and soon return to my calm state. B / If I get angry, I cannot get on my nerves and have smashed anything in front of me, including doors or furniture.
Emotional control	A / I can control my feelings about things even if they are painful. B / If something painful happens, I cannot help feeling the pain from it.
Emotional control	A / I can control my dreams. B / It is difficult for a person to control his dreams.

Managing the third session: - Optimism for the future.

He welcomes students and inquires from them about the Albite training they were assigned to, and provides thanks and praise to them. He presents the topic of the session, which is (optimism), which means (an open look towards the future, which makes the individual expect the best, and he waits for the occurrence of good, and seeks success, and excludes what is otherwise). Students discuss this and offer methods that help develop optimism, namely- :

1. I move away from standing at the problem and be busy thinking about other issues.
2. Stay away from the pessimistic interpretation of events, as there are other explanations.
3. Think positively when thinking about past experience and focus on positive events.
4. Boost your self-confidence and identify your strengths and let others discover their presence with you by showing them in your life.
5. Repeat words that motivate you to succeed, such as (I appreciate, ready, try, try, think)
6. I know that optimism is the creation of successful people, then (be optimistic about the good you will find)

Students discuss these steps and ask them to write them down and give thanks and praise to the students who participated in the discussion. Presenting a computer program entitled (Optimism) that deals with the importance of optimism in life. We discuss with students what happened in the program and listen to their opinions and explain to them the following- :

1. Optimists are the ones who bring glory to their nation.
2. An optimistic positive idea that sets you forward towards your goals and that you are an image of what you think about yourself.

Managing the tenth session: cognitive development

We welcome students, discuss their alphabet training, and commend those who have done well. We introduce the topic of the session which is (cognitive development) and we mean by it (the ability of the individual to seize the opportunity to live life to learn about its cognitive aspects in order to positively achieve his goals). We discuss the introduction with the students and give thanks and praise to the students who participate in the discussion. * We offer a set of steps that help students seize life's opportunity for cognitive development, namely: - A / I have the will and strength in life.

- A. Remember that the fall of a person is not a failure, but that failure is to remain where he fell.
- B. Adopt a way of life that satisfies your desires and needs.
- C. Enjoy self-efficacy and good at dealing with challenges.
- D. Enjoy happiness and self-satisfaction.

We discuss these steps with students and applaud those who participated in the discussion. We tell the story of Helen Kerr. Helen Claire was born in Tuscumbia, Alabama, in the United States of America in 1880 A.D., and before she was two years old, she had a disease that made her lose her hearing and eyesight, and thus she was unable to speak because of her hearing loss. Her mother sought to teach her to use her hands. To indicate that she partly reveals what she wants to say, and her father placed her in an institute for the blind, and they asked the head of the department to guide her to her teacher, then he directed her to (Anne Sullivan) who had a disease in her early life who lost her eyesight, and then after a while he returned to her vision partially After completing her studies, she met Helen Keeler to start a long and exciting journey with a miracle. The Keelers family warmly welcomed teacher Sullivan, and Helen was six years old at the time. Sullivan began teaching her the alphabet by writing it on the palm of her hand with her fingers, and she also used pieces of cardboard in raised letters, which Helen was touching with her hands, and she gradually began to form words and sentences on her own. . A year later, Helen learned nine hundred words, and was also able to study geography with maps drawn on the territory of the park, as well as botany. Then Helen joined the Cambridge Institute for Girls, and Miss Sullivan would accompany her and sit next to her in the classroom to transfer the lectures given and she managed to graduate from the university in 1904 with a Bachelor of Science degree at the age of twenty-four. Helen Keeler became famous, and was inundated with requests to give lectures and write articles for newspapers and magazines. After her graduation from the university, she applied to the University of Red Cliff to study higher sciences and studied grammar and English language literature, as well as German, French, Latin and Greek, then she made a huge leap by obtaining a doctorate in science and a doctorate in philosophy. Helen wrote two books and she died in 1968 at the age of eighty-eight.

III. Presenting results, recommendations and suggestions

First :Presenting and discussing the results - :The results of the current research will be presented according to its hypotheses and interpreted in light of the theoretical framework that the two researchers dealt with as follows- :

The first hypothesis: - There are no statistically significant differences at the level of significance (0.05) between the experimental group scores before and after the program. In order to verify this hypothesis, the two researchers applied the (Wilcoxon) test for two correlated samples, and the results were as shown in Table (8) as follows:

Table (8)The experimental group scores on the positive thinking scale before and after the program, the difference between them, positive and negative ranks, and a value (W) Calculated and tabular

Significance	Values	Negative	Positive	Rank the	absolute	The	Experimental	T
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level at	W		ranks	ranks	absolute differences	value	difference	group		
0.05	Tabular	Calculated						After the program	Before the program	
The difference is statistically significant at a significant level 0.05	8	zero	1		1	7	-7	20	13	1
			4,5		4,5	12	-12	22	10	2
			2		2	9	-9	21	12	3
			4,5		4,5	12	-12	23	11	4
			3		3	11	-11	24	13	5
			And- 15th	And+ Zero				22	11,5	Average

The results showed that the average score of the experimental group in the pretest on the positive thinking scale was (11.5) and the average scores for the post test were (22), and upon applying the (Walkoxen) test for two correlated samples, the results showed that there are statistically significant differences in the post test on the thinking scale The positive sign is at the level of significance (0.05), as the calculated value is (zero), which is smaller than the tabular value of (8), which indicates the existence of statistical significant differences between the degrees of the two applications, thus rejecting the null hypothesis and accepting the alternative hypothesis .

The second hypothesis: - There are no statistically significant differences at the level of (0.05) between the experimental group's scores and the control group's scores in the post test. In order to verify this hypothesis, the two researchers applied the (Man and Teny) test for two independent samples, and the results came as shown in Table (9) as follows:

Table (9) The scores of the members of the experimental groups and the control group on the positive thinking scale in the post-test, their ranks and value (U) Calculated and Tabular 0

The significance	Values	Control group	Experimental group	T

level is at 0.05	U						
The difference is statistically significant at a significant level 0.05	Tabular	Calculated	Rank	Class	Rank	Class	
	0,075	zero	3,5	12	6	20	1
			2	11	8	22	2
			1	10	7	21	3
			5	13	9	23	4
			3,5	12	10	24	5
			R. 2 15th	N 2 5	R. 1 40	N 1 5	
			11,8		22		Average

The results showed that the average scores of the experimental group in the post test on the positive thinking scale was (22), and the average scores of the control group in the post test on the positive thinking scale was (11.8), and when applying the (Mann Whitney) test for small samples, the results were revealed. The existence of statistically significant differences in the post-test in favor of the experimental group at a significance level of (0.05), as the calculated value was (zero) and it is smaller than the tabular value of (0.075). Therefore, the difference is statistically significant. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

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