

Measure of positive thinking

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Abstract

The current research aims to identify the measure of positive thinking. From this research, the hypothesis emerges (there are no statistically significant differences at the level (0.05) between the scores of the pre and post tests of the experimental group on the scale of positive thinking). Our researcher built a scale and an educational program according to Seligman's theory (1998), and the scale consisted of (37) items. The researcher verified the apparent validity of the scale, and calculated its stability by two methods of re-testing, and the reliability coefficient was (0.882), And the alpha coefficient, and the stability coefficient was (0.829). The researcher applied the scale to 270 boys and girls in kindergartens in Babil Governorate, The sample was selected using the stratified random method, and the data were processed by statistical methods appropriate to the nature of the research, The objectives of the current research, including (Wilcoxon test, Mann-Whitney test, Pearson correlation coefficient, Chi-square), The researcher found that there are statistically significant differences at the level (0.05) between the ranks of the pre and post test of the experimental group on the positive thinking scale.

In light of the results reached in the current research, the researcher made a number of recommendations and proposals.

Keywords: *positive thinking, kindergarten child.*

INTRODUCTION

The most important goal of education is to raise the level of thinking for the learner until he reaches the stage of mastery in the practice of the thinking process. He can deal with the problems he faces as well as to think well, but most individuals are not good at thinking despite the knowledge they have, and the reason is due to their inability to use their knowledge stock in an appropriate way, hence the need to teach individuals how to deal with the information stored in their brain and how to learn from their previous experiences.

And because the childhood stage is a stage of real building of the mental and sensory self, so the interest in upbringing in it has a great impact on the child's future life. The different skills of individuals, especially children, in the educational process by creating enhanced environments to learn and improve those skills (Othman and Abdel Hamid, 2019: 41)

Here comes the role and importance of educational programs that are concerned with the quality of knowledge and information that is chosen and that is organized in a specific way, whether this knowledge is facts,

concepts, or basic ideas. (Bu Ghararah 2020: 16)

Through the foregoing, we see the lack of agreement between the studies on the impact of positive thinking on the child and also their lack of agreement on the emergence of the effectiveness of the programs used, in addition to that and through the experience of the researcher dealing with kindergarten children, she found that there is a lack of educational programs that are concerned with the intellectual and mental aspects, including the development of positive thinking among the kindergarten child Which necessitated a study of this variable at this age stage, hence the research problem crystallizes in answering the following question:

What is the effectiveness of the educational program in developing positive thinking among kindergarten children?

research importance :

The early childhood stage is one of the most important stages in an individual's life, in which real building takes place in all mental, sensory and social aspects If the upbringing is good at this stage and progresses in a positive direction, the result will be a healthy personality, and if it progresses in a negative direction, the result will be destructive to the personality, as this stage has a direct and positive impact on his life in the future. (Ali, 2019: 265).

Attention to the development of thinking among the kindergarten child is one of the first priorities that should be placed at the top of the list, due to the importance of the pre-school stage in helping the child to grow and form his personality in all aspects, whether (kinetic, emotional or mental). The child (Abdul-Ghani et al., 2017: 69).

Piaget confirms that pre-school children depend on what is called natural or innate thinking based on direct sensory experience,

where children fall in this stage of what is called the stage of innate thinking, which is characterized by that children face many problems that they try to identify, and these problems are represented in understanding the relationship between sensory things Or sensory matters in the environment. (Zubaida, 2007: 104)

Positive thinking develops self-tolerance, a sense of contentment, and self-confidence in the child. He does not want his destiny or change his condition, but he can control his thoughts and thus control the negative thoughts that end his present, in addition to the possibility of training himself to think in a positive way and not to think about negative situations and events. Positive action and positive results are the result of positive thinking, and thus he is able to achieve his desired goals and reach his aspirations and ambitions as a human being.

The results of many studies indicate that a child who thinks in a positive way can communicate successfully with others. In a study by Moradi et al.2017, training in positive thinking has positive results, thus increasing hope, happiness, self-esteem, self-efficacy, self-well-being, compatibility, and increased motivation. Improving mental health and optimal performance, and this training makes the student focus on his strengths and develop his abilities instead of focusing on his weaknesses, and this makes him able to accept his responsibilities and have a better picture of his personality. (Abdulaziz et al., 2021: 361)

In a study conducted by Christi & Lagattuta for children from 5-10 years old, in which children were asked to think once in a positive way and once in a negative way in situations presented to them and record their thoughts and feelings, the study found that young children are able to understand the principles of positive thinking and that positive thinking makes them feel better unlike Negative

thinking makes them feel worse. (Badr Al-Din, 2013: 111)

In the opinion of (Abdul Sattar 2011), positive thinking gives children self-reliance, self-confidence, and many of the necessary and necessary qualities in order to be able to deal with the challenges that face them in the future and to be more flexible psychologically and environmentally, and this has a very important impact in preparing their personality and development Their abilities and willingness to learn, at this stage, the conscience is formed and the exit from the central self and the sense of responsibility as well as the rights of others.

First: Theoretical Importance:

1.The importance of the studied segment, who are kindergarten children, because they represent the future generation, so the study of any variable they have is important in their future lives.

2.It is the first study (as far as the researcher knows) that deals with the variable of positive thinking among kindergarten children, because of the importance of this variable in the lives of individuals in general and the child in particular.

3.The variable of positive thinking reflects the good psychological health of the individual, so if it is developed at this age, we will create a generation with high psychological health and productivity in society.

Second: Applied Importance:

1- Providing a measure of positive thinking for kindergarten children that teachers and specialists can benefit from in identifying positive thinking for kindergarten children.

2- Providing an educational program for the development of positive thinking for kindergarten children, which can also be used by teachers and specialists to develop those

who suffer from weaknesses in this type of thinking.

research aims :

The current research aims to find out the effectiveness of an educational program in developing positive thinking among kindergarten children: From this goal, the following hypotheses emerge:

1- There are no statistically significant differences at the level (0.05) between the scores of the pre and post tests of the control group on the positive thinking scale.

2- There are no statistically significant differences at the level (0.05) between the scores of the pre and post tests of the experimental group on the positive thinking scale.

3- There are no statistically significant differences at the level (0.05) in the ranks of the post-test scores between the experimental group and the control group for the positive thinking scale of the kindergarten child.

4- There are no differences between the mean scores of the pre-test and the follow-up test (deferred) in the positive thinking scale of the kindergarten child.

search limits :

The research is limited to the following areas:

1.Human sphere: Kindergarten children.

2. Spatial domain: Babylon province.

3. Time range: the academic year 2022-2023.

4. Subject area: The positive thinking variable of the kindergarten child.

Definition of The Terms:

1. Effectiveness :

She was known by:

- Al-Saeed (1997): The extent of the effect that the experimental treatment can have as an independent variable on one of the dependent variables. (Al-Abadi, 2014: 17)

2. Educational program:

- Program:

- Shehata and others 2003: A group of organized and interrelated activities with specific objectives according to a regulation or a project plan aimed at developing skills or that includes a series of courses linked to a general goal or final output” (Mazid et al., 2010: 12).

- Educational program:

- Dora et al. 1988: “The totality of experiences and colors of activity that the institution plans and implements in a specific context within a specific period of time to achieve desired goals, content, materials, educational experiences, evaluation, measurement, and results that are actually achieved and feedback.”

3. Development :

- El-Sayed introduced him in 2005: "It is the development and improvement of the student's performance and enables him to master all skills on a regular basis" (Saleh et al., 2009: 18).

4. Positive Thinking:

- Seligman 2003: “Using or focusing the positive results of the individual’s mind on what is constructive and good in order to get rid of destructive or negative thoughts and replace them with positive thoughts and feelings” (Al-Hilali, 2013: 162)

The second chapter (theoretical framework and previous studies)

(Bruner) emphasized in his interpretation of the nature of children's thinking that it is done

through children's representation of new experiences and linking them with previous experiences and coming up with a knowledge structure that helps them develop their experiences and other knowledge. Writing them down, and using them in new experiences and situations, and as children's thinking develops, this helps them reach a state of cognitive balance. (Qatami, 2006: 213)

Bronner's assertion that the child uses his first method by representing the environment around him and the method of understanding him is the actual method, i.e. the process, and thus he shares with Piaget.

The topic of positive thinking has become a focus in psychological studies and research recently, as many studies have appeared that focus on the positive aspects instead of focusing on the negative aspects.

Experts in the art of self-development have shown that positive thinking is a beginning on the road to success. When an individual thinks positively, he is programming his mind to think positively, and this leads to positive actions as well as contributes to knowing the pattern of problems he faces, the pattern of thinking necessary to solve these problems, or the method appropriate to work to implement some solutions in reality. (Jaafar 2022: 5)

Positive psychology began to emerge, when it was chosen by Seligman in 1998, who was considered the father of the modern positive movement, and this movement represents a new era in psychology. In the direction of the disease, it led to ignoring the idea that man is open to possibilities, just as he ignored the most successful weapon, which is working to build human capacity, and this should be in the forefront. Thus, Seligman set a goal for positive psychology represented by focusing on building positives and potentials instead of fixing bad cases. In life . (Al-Hilali, 2013: 30-31)

(Seligman) believes that the development of this type of thinking in the child is important, as it is considered a protective fortress against the negative things that result from the problems and pressures that he is going through, in addition to its role in stimulating the elements of happiness, as well as it is considered one of the best means in facing difficulties and feeling happy and achieving Reassurance, and this makes him able to free himself from his problems, his cruelty, and the pressures of the past. (Jafar, 2022: 5)

Research Methodology and Procedures

1. Population of Research:

The current research consisted of children from Riyadh in Babil Governorate for the

the sample	Thenumber of kindergartens	the number	males	females
statistical analysis	3	200	81	119

• Stability sample:

For the purpose of extracting the stability of the scale by the re-test method, the researcher applied to a sample of (30) children, the positive thinking test was applied to them for the first time, and after (10) days, the same test was repeated on the same children for the second time, and then the correlation coefficient was extracted between them to find out External stability test.

• Sample Clarity of Instructions:

In order to ensure the clarity of the test items for the children and to determine the total time for the test, the researcher applied it to a sample of (10) children.

• Basic application sample:

The researcher used it for the purpose of applying the program to the experimental and control groups, which consisted of (30) boys and girls, (15) of them for the experimental group and (15) for the control group, and the

academic year (2021-2022) who are from (5-6) years old (preparatory stage), and their number is (3649), with (1734) and (1915) girls distributed in Riyadh.

2. Research Sample:

The research sample consisted of four types:

• Statistical analysis sample:

Which consisted of (200) boys and girls, the researcher applied the positive thinking scale in its initial form for the purpose of extracting psychometric characteristics from it such as honesty and stability, which will be explained in detail later. Table (2) shows this sample:

equivalence procedures between them will be clarified later.

For the purpose of selecting the kindergarten in which the researcher will apply the basic experiment, she chose Al-Mithaq Kindergarten, which has a preschool age of (129) children, with (64) boys and (65) girls. The reason for choosing this kindergarten is because the kindergarten director expressed her willingness to cooperate with the researcher and provide the necessary facilities To conduct the experiment, in addition to the number of preschool children suitable for the research, the research sample was chosen consisting of (30) boys and girls, and they were chosen randomly (13 boys and 17 girls) who are in the preparatory stage, whose ages range from (5-6) divided into two groups (experimental, female officer), and the experimental group consisted of (5) boys and (10) girls, and the control group consisted of (8) boys and (7) girls.

Sample distribution from kindergarten

the group	the sample	males	females	the group
Experimental	15	5	10	15
control	15	8	7	15
the group	30	13	17	30

3. Research tool:

Each research has a tool that the researcher needs to measure the variable he studies, and in this research, the studied variable is the positive thinking of the kindergarten child, and accordingly the researcher built a measure for the positive thinking of the child because there is no tool that measures this variable for the child at this age in Iraq (according to the knowledge of the researcher), so I looked On many measures of positive thinking that are designed exclusively for kindergarten children, and she decided to build the scale based on Seligman's theory, which is the pioneer of positive psychology, and by examining many sources that explain this theory, she found that Seligman defines positive thinking as "the use or focus of positive results The mind of the individual on what is constructive and good in order to get rid of destructive or negative thoughts and replace them with positive thoughts and feelings." This definition includes the following dimensions:

Belief in God. _

Take responsibility. –

Self-talk –

Self-confidence.-

. Happiness

. Empathy –

. Positive future expectation –

. Acting in social situations –

Thus, the researcher prepared the initial version of the scale, which included (37) items, and identified the alternatives with two alternatives (knows) and takes the degree (2), (does not know) and takes the degree (1), and then began the procedures for extracting the psychometric characteristics of it.

Steps to extract honesty and consistency:

Validity of the scale:

For the purpose of extracting the validity of the positive thinking scale, the researcher used two types of validity, which are virtual validity and constructive validity, with the two indicators of the discriminatory power of the paragraphs and the paragraph's relationship to the total score, and the following is an explanation of them:

First: apparent honesty:

The preparation of the scale is in its initial form. The researcher presented it to a group of experts specialized in kindergarten, educational psychology, measurement and evaluation for the purpose of knowing their opinions on the extent to which the paragraphs of the positive thinking scale fit its definition. The researcher presented the scale (15) experts. Their approval of the paragraphs and table (10) showing the experts' approval:

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Paragraph	percentage of approval	percentage of opponents	Paragraph	percentage of approval	percentage of opponents
1	92%	8%	20	100%	0%
2	76%	24%	21	84%	16%
3	100%	0%	22	84%	16%
4	84%	16%	23	92%	8%
5	100%	0%	24	100%	0%
6	92%	8%	25	92%	8%
7	84%	16%	26	100%	0%
8	84%	16%	27	84%	16%
9	84%	16%	28	84%	16%
10	84%	16%	29	100%	0%
11	92%	8%	30	84%	16%
12	92%	8%	31	92%	8%
13	84%	16%	32	92%	8%
14	100%	0%	33	92%	8%
15	84%	16%	34	92%	8%
16	84%	16%	35	84%	16%
17	100%	0%	36	100%	0%
18	68%	32%	37	84%	16%
19	92%	8%			

Second: the validity of the construction:

What is meant by this type of honesty is the psychological features that appear or are reflected in the marks of a measure or test, and that it represents a psychological feature or characteristic that is not directly observed, but

rather we infer it through a number of behaviors related to it. (Melhem, 2005: 127)

It was extracted by two indicators:

The discriminatory power of the vertebrae:

For the purpose of extracting the discriminatory power of the paragraphs of the

positive thinking scale, the researcher applied the scale to a sample of (200) male and female children, and then arranged the degrees of these children from the highest degree to the lowest degree. (54) children for the upper group and (54) children for the lower group.

The t-test was used for two independent samples to know the discriminatory power of each paragraph. It turned out that all the paragraphs are distinct and statistically significant because their calculated values are higher than the tabular t-value.

Table (11) shows the differentiation of the paragraphs:

Paragraph	senior group		lower group		The calculated t value
	SMA	standard deviation	SMA	standard deviation	
1	1,56	0,502	1,30	0,461	2,797
2	1,85	0,359	1,63	0,487	2,699
3	1,26	0,442	1,11	0,317	2,000
4	1,61	0,492	1,11	0,317	6,276
5	1,39	0,492	1,17	0,376	2,636
6	2,00	0,00	1,80	0,407	3,682
7	1,56	0,502	1,06	0,231	6,653
8	1,61	0,492	1,26	0,442	3,908
9	1,98	0,136	1,52	0,504	6,513
10	1,54	0,503	1,02	0,136	7,308
11	1,19	0,392	1,02	0,136	2,951
12	1,63	0,487	1,11	0,317	6,552
13	1,41	0,496	1,07	0,264	4,358
14	1,48	0,504	1,00	0,00	7,015
15	1,70	0,461	1,30	0,461	4,593
16	1,54	0,503	1,13	0,339	4,933
17	1,96	0,191	1,67	0,476	4,248
18	1,76	0,432	1,15	0,359	8,004

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19	1,70	0,461	1,48	0,504	2,390
20	1,35	0,482	1,02	0,136	4,890
21	1,48	0,504	1,02	0,136	4,890
22	1,87	0,339	1,28	0,452	7,706
23	1,98	0,136	1,46	0,503	7,308
24	1,81	0,392	1,22	0,420	7,582
25	1,98	0,136	1,30	0,461	10,477
26	1,78	0,420	1,13	0,339	8,828
27	1,93	0,264	1,50	0,505	5,494
28	1,61	0,492	1,17	0,376	5,273
29	1,91	0,293	1,65	0,482	3,379
30	1,61	0,492	1,26	0,442	3,908
31	1,39	0,492	1,02	0,136	5,331
32	1,46	0,503	1,11	0,317	4,346
33	1,72	0,452	1,09	0,293	8,592
34	1,35	0,482	1,06	0,231	4,073
35	1,56	0,502	1,02	0,136	7,594
36	1,54	0,503	1,06	0,231	6,388
37	1,76	0,432	1,24	0,432	6,243

The tabular t-value at the level of significance (0,05), And a degree of freedom (106) and for the two-ended test (1.96).

The relationship of the paragraph to the total degree:

For the purpose of determining the relationship of each paragraph score to the total score, the Pearson correlation coefficient was used, and it became clear that the paragraphs are related to the total score, and Table (12) shows this:

Paragraph number	correlation coefficient	Paragraph number	correlation coefficient	Paragraph number	correlation coefficient	Paragraph number	correlation coefficient
1	0,229	12	0,442	23	0,510	34	0,276

2	0,274	13	0,341	24	0,471	35	0,443
3	0,219	14	0,431	25	0,587	36	0,402
4	0,377	15	0,380	26	0,504	37	0,417
5	0,285	16	0,327	27	0,504		
6	0,361	17	0,360	28	0,353		
7	363,0	18	0,400	29	0,277		
8	0,316	19	0,236	30	0,344		
9	0,483	20	0,349	31	0,428		
10	0,406	21	0,301	32	0,296		
11	0,236	22	0,468	33	0,474		

Thus, the construction validity of the positive thinking scale was extracted

scale stability:

To find out the stability of the positive thinking scale, it was extracted in two ways:

1-Re-test:

For the purpose of extracting the external stability of the scale, the researcher used the method of re-testing, where the scale was applied to a sample of (30) male and female children, and the results of the first application were extracted, and after ten days, the same scale was applied to the same sample and the results of the second application were extracted. The first and second applications, and it turned out that the value of the correlation coefficient, which explains the stability of the scale, is (0.882), which is good stability and indicates the stability of the studied trait.

2-Cronbach's Alpha:

For the purpose of extracting the internal stability of the scale, the researcher used Cronbach's alpha equation on the statistical

analysis sample, It turned out that the value of the alpha coefficient (0.829), which indicates a suitable internal stability of the scale.

Prepare the tutorial:

For the purpose of preparing an educational program for the development of positive thinking among kindergarten children, the researcher looked at studies aimed at preparing educational programs for children at this age, and it became clear to her that the programs at this age stage include the use of multiple methods, including story, games, pictures, discussion and dialogue. In preparing it on the dimensions of the positive thinking scale and it included the development of various behavioral goals (cognitive, emotional, skillful), and after preparing it in its initial form, she presented it to a group of experts specialized in kindergartens, educational psychology, measurement and evaluation, and after examining their opinions, the observations they recorded were taken into account. Simple and amending on its basis. Appendix (1) clarifies the names of the experts.

The final measure:

After extracting the psychometric characteristics of the scale from validity and reliability, the final version of it consisted of (37) items distributed on eight dimensions, with two alternatives, (know) and takes the score (2) and (does not know) and takes the score (1), and thus the highest score for the scale is (74) and the lowest score is (37), with a hypothetical mean of (5.55).

program in its final form:

After presenting the program to the experts and taking their notes, the program was formed from:

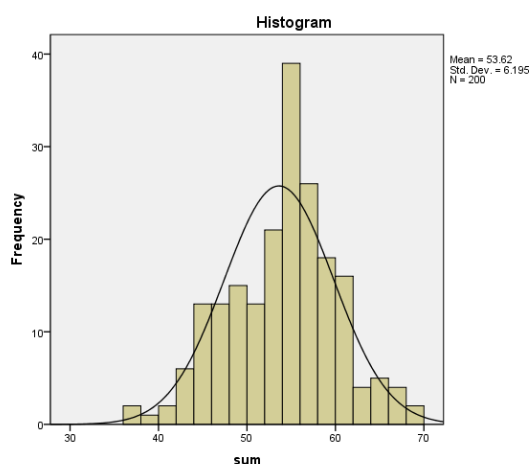
After the researcher completed preparing the program and building the scale, she applied the experiment to the main sample consisting of the experimental and control groups that were previously explained.

Where the researcher applied the pre-test to the two groups on 11-25-2022 and on 11-28-2022 she started applying the educational program to the experimental group and finished applying it on 1-25-2023 and on 1-26-2023 she started applying the post-test of positive thinking for the two groups.

Descriptive characteristics of the positive thinking scale :

The researcher extracted the descriptive characteristics of the positive thinking scale from the statistical analysis sample, and it turned out that the sample is moderately distributed and that its descriptive characteristics. A table showing the descriptive characteristics of the positive thinking scale:

the number	200
SMA	53,62
The standard error of the mode	0,438
Mediator	54,36
Vein	55
standard deviation	6,195
variance	38,379
flattening	0,189
Standard error of flatness	0,172
Skewness	0,070
Standard error of torsion	0,342
Term	32
lower score	37
highest score	69



Statistical means:

The researcher used the statistical bag for psychological and statistical sciences to build the tool and analyze the results in the fourth chapter, which included the following:

1-Wilcoxon test to extract the difference between the pre and post tests of the experimental and control groups.

2-Mann Whitney test for pumpkin extraction in the post-test for the experimental and control groups.

3-Pearson correlation coefficient to extract the external stability of the test and the relationship of the item with the total score.

4-Chi-square to find out the equivalence in the achievement of the father and mother for the experimental and control groups.

5-The t-test for two independent samples to measure equivalence in the variables of age and intelligence for the experimental and control groups.

6-The McGoughean equation to identify the effectiveness of the educational program.

Chapter Four (Presentation, Discussion and Interpretation of the Results)

In this chapter, the results will be analyzed, interpreted, and discussed according to the research objective, which is:

Table (13) shows the results The pre and post tests of the control group

variable	the group	the number	Calculated Wilcoxon value	Wilcoxon tabular value	Statistical significance	significance level
Positive thinking	control	15	-46	25	non d	0,05

The researcher explains this result because the control group members were not exposed to the educational program, so they did not show any growth in positive thinkin. This is consistent with the study of (Al-Anani, 2011), (Abdul-Ghani and Al-Ahmadi, 2017), and the study of (Othman, 2019), and the study of (Al-Maghrabi, 2020).

1-The first hypothesis: (There are no statistically significant differences, at the level (0.05), between the scores of the pre and post tests of the control group on the positive thinking scale).

To achieve this goal, the researcher used the non-parametric Wilcoxon test for two correlated samples(Which is similar to the t-test for two correlated samples in the parametric tests) After processing the scores of the pre and post tests of the control group It turns out that the calculated value of (and) is (-46), which is greater than the tabular value

Significance (0,05)

(25) for a sample (15) and a standard

For the two-ended test, and based on this result, the null hypothesis is accepted, which says that there is no statistically significant difference between the ranks of the pre and post positive thinking scale scores of the control group, and the alternative hypothesis is rejected :

2-The second hypothesis: (There are no statistically significant differences at the level (0.05) between the scores of the pre and post tests of the experimental group on the positive thinking scale)

To achieve this goal, the researcher used the non-parametric Wilcoxon test for two correlated samples (which is similar to the t-test for two correlated samples in the

parametric tests) After processing the scores of the pre and post tests of the experimental group, it became clear that the calculated value of (and) is (+1)

which is smaller than the tabular value (25) for a sample (15) The level of indication (0,05) For the two-ended test, and based on this result, the null hypothesis is rejected, which

Table (14) shows the results of the pre and post tests for the experimental group

variable	the group	the number	Calculated Wilcoxon value	Wilcoxon tabular value	Statistical significance	significance level
Positive thinking	Experimental	15	-46	25	D	0,05

The researcher explains this result that the children of the experimental group have benefited from the educational program presented to them with its many and varied activities and the use of multiple strategies, which helped develop their positive thinking. This is consistent with the study of (Al-Anani, 2011), (Abdul-Ghani and Al-Ahmadi, 2017), and the study of (Othman, 2019), and the study of (Al-Maghrabi, 2020).

Third hypothesis: (There are no statistically significant differences at the level (0.05) in the ranks of the post-test scores between the experimental group and the control group for the kindergarten child's positive thinking scale).

To achieve this goal, the researcher used the non-parametric Mann-Whitney test for two

says that there is no statistically significant difference between the ranks of the pre and post test scores of the experimental group, and the alternative hypothesis is accepted, which explains the existence of a difference between them, in favor of the post test.

Table (14) shows this result

independent samples (which is similar to the t-test for two independent samples in the parametric tests), and after processing the scores of the post-test for the experimental and control groups, it became clear that the calculated minimum (j) value is (zero).

It is smaller than the tabular value (64) for two samples (15, 15) at the level of significance (0.05) for the two-ended test. Based on this result, the null hypothesis is rejected and the alternative hypothesis is accepted, which says that there are statistically significant differences between the two post-tests of the experimental and control groups, in favor of The experimental group, which indicates the effect of the educational program on the development of positive thinking among the children of this group. Table (15) shows this result

variable	the group	the number	Calculated Mann-Whitney value	Mann Whitney tabular value	Statistical significance	significance level
Positive thinking	Experimental	15	0	64	D	0,05

The researcher explains this result by the fact that the provided educational program included various educational activities,

likable, sensory, and consistent with the needs of children at this stage, which helped to stimulate their imagination, self-confidence,

and many other positive methods. This result is consistent with the study of (Issa, 2019) and the study of (Al-Baz).

Fourth hypothesis: (There are no statistically significant differences between the mean scores of the pre-test and the delayed test of

the group	Average pre-test scores	Post-test scores	average	The maximum degree of the scale	Program effectiveness rate
Experimental	51,5	65,2		76	0,56

It is clear from the results of the above table that the value of the effectiveness ratio (0.56) is less than the percentage set by McGoughan for the effectiveness of the program, which is (0.60), and this means that the program was not effective enough, although it has an impact on the development of positive thinking, and when Note the percentage of effectiveness shown by the results of table (16), we see that it is less than four tenths of degrees from the specified value of Mac Goujian, and this is an indication that the program has a good effect on the development of positive thinking among kindergarten children, and the researcher believes that the weakness of effectiveness is due to the young age of the sample, as the children are at the age of (5) years when they learn a certain piece of information, they need to repeat it, and this is confirmed by the behavioral theory on the need to repeat the behavior because that strengthens the link between the stimulus and the response (Abu Khatwa, 2018: 8), and in order for it to be fixed in their minds and because the program was offered to them only during the trial period, so it appeared Its effect is only on them, and perhaps if it is repeated on them again, it will be proven in their minds and its effectiveness will become more clear.

effect size:

Although the program did not appear to be effective now, it has an impact on the development of positive thinking among

the experimental group on the positive thinking scale).

To achieve this hypothesis, the researcher used the MacGogian equation to find out the effectiveness of the educational program, and reached the results as shown in Table(16).

kindergarten children, and this effect was evident from the results of the third hypothesis when comparing the post-test of the experimental and control groups, which appeared in favor of the experimental group, so the researcher decided to calculate the size of the apparent effect, using the equation (Cohen) to find out the difference between the experimental and control groups, and after applying the equation, it became clear that the value of the effect size amounted to (2.61), which is a very high value (according to Cohen's standard), which shows that the value, if it exceeds (0.80), indicates a significant effect, which also indicates a high impact of the educational program. The user (Al-Derir, 2006: 79) and Table (17) explains this

The difference between the experimental and control groups	The combined standard deviation	effect size value	the influence
17,53	6,7	2,61	very high

Conclusions:

Based on the above results, the researcher concludes the following:

1-Lack of positive thinking growth among the children of the control group

2-The growth of positive thinking among the children of the experimental group that was exposed to the educational program

3-The emergence of a clear effect of the educational program in developing the positive thinking of the experimental group compared to the control group that was not exposed to it, which indicates that the experimental group benefited greatly from its activities, which was evident through the ranks of the post-test scores that were in their favour.

4-The effectiveness of the educational program in developing the positive thinking of the experimental group was weak because the resulting percentage (0.56) was less than the percentage determined by MacGogian to accept the effectiveness of (0.06).

Recommendations:

Based on the results of the study, the researcher recommends the following:

1-Draw the attention of those responsible for kindergartens in the Ministry of Education to benefit from the educational program presented in this study and to circulate it to kindergartens because of its clear impact on the development of positive thinking for kindergarten children

2-Urging those responsible for childhood in the Ministry of Education to also take advantage of the positive thinking scale prepared in this study to identify the extent to which they have this thinking and diagnose whether they suffer from a deficiency in it, which indicates the control of negative thinking over them in order to take the necessary measures to treat them through the educational program above.

Suggestions:

The researcher suggests the following:

1-Conducting a study using the same program and scale in kindergartens in other governorates, and comparing its results with the results of the current study

2-Conducting a study on the relationship of positive thinking of kindergarten children with other variables, such as parental treatment methods, or some emotional aspects of the child's personality, such as anxiety, moral behavior, and others.

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