The Effect of Developing Positive Thinking in Reducing Intellectual Extremism among a Sample of Adolescents

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Abstract:

The current study aimed to verify the effectiveness of a psychological counseling program in developing positive thinking among a sample of adolescents in the secondary stage, and its impact on reducing the severity of their intellectual extremism. The main study sample consisted of (45) male and female adolescents of high intellectual extremism in secondary school in Cairo Governorate, experimental group of (23) male and female students, and the other is a control group of (22) male and female students as well. And by applying the Cattell test of intelligence, and the scale of the socio-economic level of the family, in addition to the two scales of positive thinking and intellectual extremism among adolescents in the stage Secondary school, as well as a counseling program for developing positive thinking,. The study found the effectiveness of the counseling program in developing positive thinking among the experimental group, where the impact of the program was large, which in turn led to reducing the severity of intellectual extremism among them.

Key Words: Positive thinking - Psychological counseling - Intellectual extremism - Adolescence.

Introduction:

Adolescence is the stage of an individual's life, which is characterized by potential energy, abundant vitality, and increased mental, psychological and social development, in which the individual begins to exercise his roles and social status within society.

And because adolescents as a social group acquire special importance in various institutions and at more than one level, if their upbringing is sound and their educational, educational and training achievement is good and in accordance with their values and culture, they can be an important wealth and human capital in the balance of the nation, and if there is a deficiency in the processes of upbringing, education and training, this is inevitably reflected on the values, behaviors and positivity of young people (Hanna, 2017: p. 2).

Seligman noted that positive psychology is based on the idea that "if an individual learns to return to calm and hope, as well as optimism and possesses a high level of positive thinking, he will be less likely to develop depression, feel happier, and have a more fruitful life." (Seligman & Csikszentmihalyi, 2000).

Positive thinking is a gradual process that is practiced and not an end that must be reached, it is the perception of ideas and the ability to classify them, and work to replace them in the event that they are negative and lead to the merger of feelings with them, because they thus take their position on our nervous system and become part of our physical composition, positive behavior is honest and direct behavior and leaves a good impression of self and others, it leads to increased self-esteem. And appreciate it and receive respect and appreciation from others (Al-Azmi, 2017: p. 156).

The importance of positive thinking lies in that it makes the mind more inclined to simplify complex ideas so that the individual is able to expect everything that is positive about his life, and it also makes the mind focus on pleasant experiences, converts unpleasant experiences into learning experiences, and pushes the individual to replace negative thoughts and emotions with positive ones that serve his life changes, as it is

the way to achieve quality of life in its comprehensive concept, By exploiting the potential within the individual to achieve his goals and enrich the different situations to become more effective, a person may not be able to change his circumstances, but he is able to control his thoughts, positive thoughts result in positive actions, and positive thinking depends on the individual's ability to evaluate the events around him positively, because the use of positive thinking skills makes the individual look at things optimistically to try to benefit from them in improving his conditions, and one of the most important areas of its use is problem solving, Based on this, the components of positive thinking are among the most important skills that should be acquired and trained for university youth (Al-Buhairi, 2015: p. 387; Mohammed, 2019: p. 21; and Al-Salami, 2020: pp. 276-277 ; Amin, Hussain, Mahmood, Sadaf & Saleem., 2021: p 109).

Positive thinking is a modern term contemporary and is a compound of two words are "thinking, and positive" thinking means thoughtful investigation of experience for a purpose, while the positive is relative to the positive, which is to maintain the proper balance in the perception of various problems, and the link between them expresses the importance of attention to human thought and protect it from deviation, positive thinking saves the individual's thought and makes it in the serious moderation and moderation.

Intellectual extremism is one of the forms of violence, and has become the biggest concern experienced by Arab societies, and poses a threat to social stability and community development, as it is one of the types of ideology that promotes disrespect for the other opinion and robs it of the right to expression, freedom of belief and intellectual or political affiliation, which blocks minds and freedoms and prohibits them from expressing oneself or what is inside us, under the pretext that it is contrary to a religion, sect, belief or culture, and this extremism works on intellectual fanaticism and sows terrorism. This extremism contributes to the fight against heritage, history, civilization and origins (Al-Najab, 2022: p. 124).

The phenomenon of intellectual extremism has topped the phenomena of society; it is a multidimensional phenomenon, and its peak increases that it primarily affects adolescents and youth, and therefore it was important to confront this phenomenon, by searching for the real causes of its spread and ways to treat it in an objective scientific manner.

In this regard, Muhammad Qasim and Khaled Ibrahim (2018: p. 588) point out that it must be warned that the fight against intellectual extremism is not an excuse to shrink spaces for freedom, violation of human rights, exacerbation of tyranny, fragmentation of national unity, restriction on civic activities, and drying up the sources of creative thought. Therefore, teachers in the field of education and education must intervene and exert efforts to preserve and influence generations, and enhance the role of learners in all walks of life, as the prevention of extremist thought can only be by pumping more freedoms disciplined by laws and values, and the cooperation of all institutions of social upbringing, as addressing intellectual extremism is inevitable to consolidate a culture of peace and tolerance in order to achieve a better future and maintain the security of societies and countries.

Because we are in an age where we all need positivity, the current researcher suggested that the subject of her study should be the role of positive thinking in reducing extremist behavior in adolescents.

Study problem:

The problem of the current study is summarized in the growing phenomenon of intellectual extremism and the spread of misconceptions, ideas and beliefs that cast a negative shadow on the manifestations of security and stability that should be enjoyed by members of society, so it is necessary to pay attention to the intellectual side of the human being because the mind is the one who controls the behavior of the individual and his actions and given what the Arab Republic of Egypt has suffered and continues to suffer from terrorism and the spread of some extremist ideas that seek to instill poisonous ideas in the minds of some adolescents, we must work to immunize Students and protect them from these deviant thoughts by developing their positive thinking. Hence, the current researcher sees the need for psychological intervention to develop positive thinking among adolescents in the secondary stage, through training on a counseling program based on the components of positive thinking and measuring its impact on reducing

their intellectual extremism. This prompted the researcher to conduct the current study, whose problem is determined in trying to answer the following two main questions:

1. Is it possible to develop positive thinking in adolescents in the secondary stage through a counseling program?

2. Does the development of positive thinking reduce the severity of intellectual extremism among adolescents in the secondary stage?

Objectives of the study:

The current study aims to verify the effectiveness of a psychological counseling program in developing positive thinking among a sample of adolescents in the secondary stage and its impact on reducing the severity of their intellectual extremism

Importance of the study:

The importance of the current study is evident in that it keeps pace with the modern current in psychological studies, which is positive psychology by addressing one of its most important variables, which is positive thinking, and the study of intellectual extremism as one of the forms of extremist behavior, and its danger in preserving the gains, security and safety of society, its customs, traditions and values, in addition to the importance of the age group to which the study is exposed, which is middle adolescence (secondary school students), they are more vulnerable to extremism.

Study terminology:

1.   Counseling program:

It is a constructive process aimed at helping the individual to understand himself, study his personality, know his experiences, identify his problems, develop his potential, and solve his problems in the light of his knowledge, desire, education and training in order to reach the identification and achievement of mental health and compatibility personally, professionally, educationally and in the family (Zahran, 2003: p. 55). It is defined procedurally as "a set of organized steps based on scientific foundations derived from psychological counseling theories and commensurate with the developmental characteristics of secondary school students and aims to bring about a positive change in the cognitive and behavioral aspect in order to reduce the severity of their intellectual extremism, through counseling sessions that achieve the goal of the current counseling program."

2.   Positive thinking:

It is mental and emotional processes that help motivate the individual to face new challenges in life in a positive direction" (Amin et al., 2021:p. 109). It is defined procedurally as the score obtained by the learner in performance on the positive thinking scale in adolescents in the secondary stage prepared by the researcher.

3.   Intellectual extremism:

It is adherence to opinion and not accepting the views of others, and therefore includes a lack of vision in the intellectual extremist person, as he only looks at something from a narrow angle, which meets his goals, purposes, desires and intellectual orientations (Bashir Al-Najab, 2022: p. 129). It is defined procedurally as the score obtained by the learner in performance on the scale of intellectual extremism among adolescents in the secondary stage prepared by the researcher.

4.   Adolescence:

Suleiman Abdel Wahed (2011: p. 71) provided a definition of adolescence that states that it is "the bridge that the individual expresses from his childhood with all its difficulties and dependence to his senses with all its capabilities and independence, and is divided into: (Early adolescence: from the age of 12 – 14 years and corresponding to the preparatory stage, and middle adolescence: from the age of 15 – 17 years and corresponding to the secondary stage, and finally late adolescence: From the age of 18 – 22 years and

corresponding to the undergraduate level). In the current study, adolescents are "students between the ages of (16-17) years and studying at the secondary stage in some public secondary schools in Cairo Governorate";

Study assignments:

In light of the study's problem, objectives and importance, the hypotheses of the current study can be presented as follows:

1.   There are statistically significant differences between the average ranks of the scores of the experimental group members in the pre- and post-measurements on the positive thinking scale in favor of the post-measurement and on the scale of intellectual extremism in favor of the tribal.

2.   There are statistically significant differences between the average grades of the experimental group members, and the average ranks of the control group members in the dimensional measurement on the positive thinking scale for the benefit of the experimental group members and on the intellectual extremism scale for the benefit of the control group members.

3.   There were no statistically significant differences between the average scores of the experimental group members on the scales of positive thinking and intellectual extremism immediately after the application of the counseling program and after the follow-up period (one and a half months from the end of the counseling sessions).

Method and procedure:

First: Study Methodology:

The quasi-experimental method is the scientific method appropriate to the nature of the current study.

Second: Study Sample:

The study sample consisted of two groups, the first is an exploratory of (138) male and female adolescent students at the secondary stage at Ibn Khaloun Secondary School for Boys, and Helmeyet Al-Zaytoun Secondary School for Girls, affiliated to the Ain Shams Educational Administration in Cairo Governorate, with an average chronological age of (16.147) years, and a deviation with a yari of (0.662), in order to verify the psychometric properties of the study tools, and the second is a basic sample consisting of (45) Students of adolescents with high intellectual extremism at the secondary stage at Ibn Khaloun Secondary School for Boys and Helmeyet Al-Zaytoun Secondary School for Girls affiliated to the Ain Shams Educational Administration in Cairo Governorate in the academic year (2021-2022 AD), their chronological age ranged between (16-17) years with an average of (16.400) years, and a deviation witha yari of (0).495), they were divided into two groups, one experimental consisting of (23) male and female students, and the other a control group of (22) male and female students as well, as they are two homogeneous and equivalent groups in variables: (age, intelligence, socio-economic level of the family, positive thinking, and intellectual extremism) where the value of the "U" minimum "calculated" was not statistically significant at two levels (0.01, 0.05).

Third: Study Tools:

1.   Cattle Intelligence Test "Third Scale Image (B)" prepared by Fouad Abu Hatab , Amal Sadek and Mustafa Abdel Aziz (2005):

This scale was prepared (R. B. Cattle and A. K. Cattle, 1959), and translated into the Egyptian environment. heart Abu Hatab et al. (2005). In the current study, the third scale was used as image (b), which is suitable for students of the two secondary stages of university (middle and late adolescence). This scale was used to verify equivalence between the experimental and control groups. In the current study, the validity of the test was calculated by the method of the validity of the test, where Testing of Color Sequential Arrays, Preparation, Modification and Standardization/ Emad Ahmed (2014) On members of a sample of psychometric characteristics, to which the Cattle IQ test has already been applied Third scale image (B)"The Pearson correlation coefficient was calculated between the scores of the members of the

psychometric characteristics sample on the two scales, so it was equal to (0.80), which is a high correlation coefficient, which indicates the truthfulness of the test.

As for the stability, it was calculated in the current study in two ways: the first is "half fractionation", where the test was applied to the members of the psychometric characteristics sample, and the value of the correlation coefficient between the two halves of the test was "the half-stability coefficient" (0.74), followed by the use of the Sperman-Brown equation to calculate the stability coefficient of the whole test, which amounted to (0.85). The second method was "Alpha Cranbach", where the stability coefficient was (0.88), which is a satisfactory stability coefficient and this value is considered suitable for the test.

2. Socio-economic level scale of the family prepared by Abdul Aziz Al-Person (2013):

This scale was used for the purpose of verifying equivalence between the experimental and control groups. The socio-economic level of the family means "the degree that determines the status of the family in relation to the general level of Egyptian families (study sample)".

In the current study, the validity of the scale was calculated using the validity of the hypothetical composition (structural truthfulness) of the scale by finding the value of the homogeneity of the test (Ali Khattab, 2008, 135-136), on the members of the psychometric characteristics sample, by calculating the correlation coefficient between the degree of each individual and the total degree of the scale, and the following coefficients were reached (0. 75, 0.81, 0.89, 0.74, 0.83) in order and all of them are statistically significant values at the level of (0.01). Its stability in the present study was also calculated by the Cronbach alpha method, so the total stability value was (0.83), which is an appropriate stability coefficient.

3. Positive Thinking Scale for Adolescents in the Secondary Stage Prepared by/ Researcher:

Prepared by the current researcher This scale After reviewing the theoretical frameworks, studies and research that dealt with Positive thinking, with the aim of measuring positive thinking in adolescents in the secondary stage. It consists of Scale From (20) Single (Appendix 2), divided into four (4) Dimensions are: (Cognitive flexibility, optimism and positive expectations, positive self-acceptance, and acceptance of differences with others) Each dimension includes: five (5) Vocabulary. A high score indicates a high level of positive thinking, while a low score indicates a low level of the learner.

In order to verify the validity of the scale before applying to the basic sample, The researcher verifies its validity and stability on the members of the sample of psychometric characteristics; In several ways, including: Arbitrators believed، where all Vocabulary of the scale On the percentage of agreement Arbitrators (Appendix 1) not less than 90% and therefore all of them were retained, according to Cooper's equation Cooper To account Percentage of agreement (Dream Al-Wakil and Muhammad Al-Mufti, 2012, 226), and I consider this an indicator of the validity of the scale, and the discriminatory honesty of during method The terminal comparisons mentioned by (Please Abu Allam, 2003, 427), where an external test was applied **Scale Positivity among high school students who** Prepared by Rakha, Hani; Younes, Rabie; and Al-Kabir, Ahmed (2021) This is in order to determine the top 27% and the 27% on the external line. On the members of the sample of psychometric properties, and the "T" test was calculated to indicate the differences between the averages of the two terminal groups, which are higher (27٪), and the lowest (27٪), i.e. the highest (37) students, and the lowest (37) students (27٪ × 138), there were statistically significant differences between the average scores of the members of the two groups, where the calculated value of "T" was (6.699), which is a statistically significant value at the level of significance (0.01), which is evidence of the ability of the current scale to distinguish between high and low performance on it. The researcher also verified its stability in a way Cronbach's alpha coefficient The value of the stability coefficient was (0.80) And it's a satisfying value. The internal consistency of the scale was also calculated through Calculate the correlation coefficient between the score of the single and the total score of the scale, where it ranged between (0.683 - 0.885) all refer to function correlation coefficients, indicating internal consistency of the scale.

**4.	Intellectual Extremism Scale among Adolescents in the Secondary Stage Prepared by/ Researcher:**

Prepared by the current researcher This scale After reviewing the theoretical frameworks, studies and research that dealt with Intellectual extremism, with the aim of measuring the level of intellectual extremism among adolescents at the secondary stage. where it was Define and formulate (20) Single (Appendix 3), measures the different manifestations and behaviors indicative of intellectual extremism, where a high score indicates a high level of intellectual extremism, while a low score indicates a low level of the learner.

In order to verify the validity of the scale before applying to the basic sample, The researcher verifies its validity and stability on the members of the sample of psychometric characteristics In several ways, including: Arbitrators believed؛ where all Vocabulary of the scale On the percentage of agreement Arbitrators (Appendix 1) not less than 90% and therefore all of them were retained, according to Cooper's equation Cooper To account Percentage of agreement (agent, Helmy; ، 2012:AM 226), and I consider this an indicator of the validity of the scale, and correlative honesty (the touchstone) by finding the correlation coefficient between the total score of the members of the psychometric characteristics sample on the current scale with their scores on the scale of the trend towards intellectual extremism prepared by Najla Raslan (2018), and its value reached (0.87) which is a high value and a function at the level of (0.01), which is evidence of the validity of the current scale. The researcher also verified its stability in a way Cronbach's alpha coefficient The value of the stability coefficient was (0.81) And it's a satisfying value. The internal consistency of the scale was also calculated through Calculate the correlation coefficient between the score of the single and the total score of the scale, where it ranged between (0.613 - 0.891) all refer to the correlation coefficients of a function, indicating internal consistency of the scale.

**5.	A counseling program to develop positive thinking and reduce intellectual extremism among adolescents Prepared by/researcher:**

The researcher designed the program in the light of what she saw from the theoretical frameworks in references, specialized scientific periodicals, and available training programs related to positive thinking and set the title of the program: (Your positive thinking is your way to moderation and moderation), with the aim of promoting positive thinking among students with high intellectual extremism in the secondary stage, as it consists of (18) counseling sessions (Appendix 4) by (3) three sessions. Weekly, the time of each counseling session is (60) minutes, using psychological counseling techniques in a selective integrative manner aimed at promoting positive thinking, so the researcher is not satisfied with certain theoretical techniques, because all counseling techniques are complementary to each other, but it focused on theories (psychoanalysis - behavioral - self) and the researcher used the method of individual counseling and group counseling Through a number of activities, including: (group discussion, reinforcement, role-playing, brainstorming, lectures, dialogue and persuasion, and feedback), and the time of implementation of the program was chosen, which is the academic year(2021-2022 AD), and the application of the program takes six weeks(a month and a half).

The guidance program was evaluated by presenting it to a group of arbitrators, as well as through the evaluation accompanying the application at the end of each counseling session, in addition to comparing the pre- and post-measurements of the experimental group, as well as comparing the experimental and post-control groups, and finally through the results of the post-measurements and tracking of the experimental group to ensure its continued effectiveness.

Study results and interpretation:

**1.	Results of the first hypothesis:**

The first hypothesis states that "**There are statistically significant differences between the average of regulate Scores of experimental group members in the pre- and post-measurements on the scale Positive thinking In favor of telemetry And on the scale of intellectual extremism in favor of the tribal**".

To verify the validity of this hypothesis, the Wilcoxon Test was used to calculate the significance of the differences between two related groups, as shown in the following table:

Table (1) Significance of the differences between the average grades of the experimental group members in the pre-measurement and the average ranks of their scores in the post-measurement in both positive thinking and intellectual extremism.

	Study variables	Differences	nun	medium Level	sum Level	Value "T" Minor	Value "Z"	Level of statistical significance	Impact size
	Cognitive flexibility	Negative ranks	zero	zero	zero	zero	-4.209	function	0.87
		Positive ranks	23	12	276				
		Neutral	zero						
		Total	23						
	Optimism and positive expectations	Negative ranks	zero	zero	zero	zero	-4.221	function	0.88
		Positive ranks	23	12	276				
		Neutral	zero						
		Total	23						
	Positive self-acceptance	Negative ranks	zero	zero	zero	zero	-4.224	function	0.88
		Positive ranks	23	12	276				
		Neutral	zero						
		Total	23						
	Accept disagreement with others	Negative ranks	zero	zero	zero	zero	-4.210	function	0.87
		Positive ranks	23	12	276				
		Neutral	zero						
		Total	23						
Positive thinking	**Total Grade**	Negative ranks	zero	zero	zero	zero	-4.208	function	0.87
		Positive ranks	23	12	276				
		Neutral	zero						
		Total	23						

Intellectual extremism	Negative ranks	23	12	276	zero	-4.204	function	0.87
	Positive ranks	zero	zero	zero				
	Neutral	zero						
	Total	23						

* Tabular value of "T" (n=23) at the level of (0.01) = 62, and at the level of (0.05) = 83 for the indication of one side.

It is clear from Table (1) that there are significant differences between the average ranks of the scores of the experimental group members in both positive thinking and intellectual extremism in the pre– and post– value of the measurements, as the "T ,calculated" is statistically significant at two levels (0.01" minimum " in favor of the post–measurement for positive thinking, and in favor of the pre–measurement for intellectual (0.05 extremism, which confirms The effectiveness of the counseling program used in developing the dimensions of positive thinking, represented in: (cognitive flexibility, optimism and positive expectations, positive self–acceptance, and acceptance of differences with others) and its total degree and reducing intellectual extremism among members of the experimental group.

As the volume of Impact Effect Size In case Wilcoxon Test Wilcoxon Test (Ali Khattab، 2009، 686), where the value of the volume of vestige Program Guiding in Developing the dimensions of positive thinking (0.870.87 ،0.87 ،0.88 ،0.88 ،) and its overall grade respectively;(0.87) in reducing intellectual extremism as shown in the previous table (1), These are values that indicate the size of influence big، Which confirms the Check Enforcement Second To study.

This finding is consistent with the results of some studies and research conducted within the framework of Provide counseling programs based on positive thinking Showed improvement In her sample members، Including Studies: Abdel Fattah, Abdel Nasser (2013); (Bekhet, 2017)Hanna, Hani (2017), Mohammed, Alaa (2019), Abdel Hamid, Iman (2021), and Salama, Maryam (2022). This result is also consistent with the results of some studies and research that Addressed programs to reduce extremist behaviors and ideas Showed Results Effectiveness of these programs، Including Studies: Al-Wahidi, Sarah, Kafafi, Aladdin, Abu Ghazaleh, Samira, Al-Hamalawi, Manal (2016), Dardaka, Samar (2017), and Al-Dahdha (Aldhadha, 2018)and Bedaiwi, Afaf (2019).

This result can be explained within the framework of the independent variable that was introduced to the members of the experimental group, which is the counseling program based on positive thinking skills, and to it the resulting differences between the pre- and post-measurements are attributed in the positive thinking and intellectual extremism scales. This result can also be explained in light of the multiplicity and diversity of methods and techniques used in counseling based on positive thinking, and these methods and techniques include: (Group discussion, reinforcement, role-playing - brainstorming, lectures - interviews of all kinds, dialogue and persuasion), and these methods and techniques have helped the experimental group members actively seek positive ideas and beliefs without procrastination and refutation of negativity without delay, transcendence and sophistication in putting forward positive ideas and modifying the inappropriate ones, challenging destructive words or phrases, and changing the cognitive structure that depends on negative trends such as exaggerating attitudes and spreading fear, anxiety and lack of Refuting erroneous ideas, and replacing beliefs that emphasize taking into account the feelings and feelings of others when expressing observations and opinions related to them, which makes the treatment of situations

characterized by positive flexibility instead of negative rigidity, and positively affects the formation of outputs and the construction of positive expectations and a brighter and optimistic view of others and of oneself or self. Finally, the result of this hypothesis can be explained in light of the fact that positive thinking makes the individual able to confront extremist and destructive thought by searching for solutions to what he faces and not focusing on the problem, as positive thoughts work to eradicate the negative beliefs of the individual in his cognitive plans, which reduces his extremist thought, and enables the individual to control and confront it through effective strategies, and lead to intellectual immunity and the decline of negative and extremist thinking and negative conscience, and life is brighter and more intellectually secure.

2.   Results of the second hypothesis:

The second hypothesis states that "**there are statistically significant differences between the average grades of the experimental group members, and the average ranks of the control group members in the dimensional measurement on the positive thinking scale for the experimental group members and on the intellectual extremism scale for the control group members**."

To verify the validity of this hypothesis, the Mann - Whitney Test was used to calculate the significance of the differences between two independent groups, as shown in the following table:

Table (2) The significance of the differences between the average grades of the members of the experimental and control groups in the dimensional measurement in both positive thinking and intellectual extremism.

Study variables		The Collection	nun	Average ranks	Total ranks	Minimum "U" value	Value "Z"	Level of statistical significance	Impact size
Positive thinking	Cognitive flexibility	Experimental	23	33.78	777	5	-5.668	function	0.84
		Adjuster	22	11.73	258				
	Optimism and positive expectations	Experimental	23	34	782	zero	-5.773	function	0.86
		Adjuster	22	11.50	253				
	Positive self-acceptance	Experimental	23	34	782	zero	-5.788	function	0.86
		Adjuster	22	11.50	253				
	Accept disagreement with others	Experimental	23	33.83	778	4	-5.725	function	0.85
		Adjuster	22	11.68	257				
	Total Grade	Experimental	23	34	782	zero	-5.761	function	0.85
		Adjuster	22	11.50	253				
Intellectual extremism		Experimental	23	12	276	zero	-5.772	function	0.86
		Adjuster	22	34.50	759				

* Tabular value of "U" (n = 23) at (0.01) = 114, and at (0.05) = 138 for the indication of one side.

It is clear from Table (2) that there are statistically significant differences between the grades of the experimental and control groups in the telemetry in each of the dimensions of positive thinking under study and its total degree and intellectual extremism, where the value of the "U" mini "calculated" was statistically significant at two levels (0.01, 0.05) in favor of the experimental group members for positive thinking, and in favor of the control group members for intellectual extremism, which indicates the effectiveness of The program is in developing positive thinking and reducing intellectual extremism among members of the experimental group.

Effect Size was also calculated in the case of the Mann - Whitney Test Khattab, Ali (2009: p 664), where the value of the size of the impact of the mentoring program in the development of positive thinking dimensions (0.84;0.86;0.86;0.85, 0.85) and its overall score respectively; and (0.86) in reducing intellectual extremism, as shown in the previous table (2), which are values that indicate the magnitude of the significant impact. Thus, the second hypothesis of the study was fulfilled.

This finding is consistent with the results of studies (Bekhet, 2017), Bayoumi, Nevin (2018), Qudah, Hashem (2019), and Salama, Maryam (2022), which were conducted within the framework of providing counseling programs based on positive thinking and showed improvement in the experimental group members.

This finding is also consistent with the results of the studies of: Aldhadha, Nabila (2016), Aldhadha (2018), and Al-Enezi, Youssef (2018), which indicated a reduction in behavior and extremist ideology among members of the experimental group.

It can be explained The result of this imposition in frame Foundations and objectives on which it was based Mentorship Program Used in the current study With its components (such as acceptance of personal responsibility, emotional control and control of mental processes, optimism, unconditional self-acceptance, positive acceptance of difference from others, challenge, and confidence) has contributed to increasing the individual's sense of self-confidence and self-abilities that the individual possesses, by observing thoughts and beliefs and directing them in a positive way, to get rid of destructive extremist thoughts, in addition to that positive thinking helps the individual to be more optimistic, focused on the bright positive aspects, and in anticipation of success. The researcher also believes that the result is due to the techniques and activities of the counseling program alone. This result also reflects the extent of the strong impact of the mentoring program, as the researcher tried to take into account the mastery as much as possible in the application of its sessions and to ensure that the participants understand its techniques and make the most of its counseling sessions with a focus on transferring knowledge and experiences that were contained in the sessions of the mentoring program in its design. Finally, the researcher attributes the result of this hypothesis to her attempt to encourage the participants from the experimental group members to commit and continue the full counseling sessions with the largest number of them, and to be keen to use methods and techniques of reinforcement, dialogue, and discussion with them, which had a great impact on the conduct and sequencing of the counseling sessions, and this from the researcher's point of view is a reason for the success of the program.

3. Results of the third hypothesis:

The third hypothesis states that "**there were no statistically significant differences between the average scores of the experimental group members on the scales of positive thinking and intellectual extremism immediately after the application of the counseling program and after the follow-up period (one and a half months from the end of the counseling sessions)**."

To verify the validity of this hypothesis, the Wilcoxon Test was used to calculate the significance of the differences between two related groups, as shown in the following table:

Table (3) The significance of the differences between the average grades of the experimental group members in the dimensional and tracking measurements in both positive thinking and intellectual extremism.

	Study variables	Differences	nun	medium Level	sum Level	Value "T" Minor	Value "Z"	Level of statistical significance
	Cognitive flexibility	Negative ranks	zero	zero	zero	zero	-1	Non-function
		Positive ranks	1	1	1			
		Neutral	22					
		Total	23					
	Optimism and positive expectations	Negative ranks	zero	zero	zero	zero	-1	Non-function
		Positive ranks	1	1	1			
		Neutral	22					
		Total	23					
	Positive self-acceptance	Negative ranks	zero	zero	zero	zero	-1.414	Non-function
		Positive ranks	2	1.50	3			
		Neutral	21					
		Total	23					
	Accept disagreement with others	Negative ranks	zero	zero	zero	zero	-1	Non-function
		Positive ranks	1	1	1			
		Neutral	22					
		Total	23					
Positive thinking	**Total Grade**	Negative ranks	zero	zero	zero	zero	-1.890	Non-function
		Positive ranks	4	2.50	10			
		Neutral	19					
		Total	23					
		Negative ranks	2	1.50	3	zero	-1.414	Non-function
		Positive ranks	zero	zero	zero			

Intellectual extremism	Neutral	21					
	Total	23					

* Tabular value of "T" (n = 4) at (0.01) = zero, and at (0.05) = zero for the indication of both sides, after excluding neutral ranks.

It is clear from Table (3) that there are no significant differences between the average grades of the experimental group members in both positive thinking and intellectual extremism in the dimensional and tracking measurements, as the minimum "T" value "calculated" is not statistically significant at the two levels (0.01, 0.05), which confirms the continued effectiveness of the program The guidance used to develop positive thinking and reduce intellectual extremism among the experimental group members and its impact during the follow-up period.

This result is consistent with the results of the studies of: Abdel Fattah, Abdel Nasser (2013), Bekhet (2017), Mohamed, Alaa (2019), and Salama, Maryam (2022), whose results indicated the continued effectiveness of their interventional and counseling programs based on positive thinking in improving the experimental group members and the survival of the impact of their programs during the follow-up period.

This finding is also consistent with the results of the studies of Al-Wahidi, Sarah et al. (2016), Al-Sharjabi, Nabila (2016), Al-Dardaka, Samar (2017), Aldhadha, 2018, Al-Enezi, Youssef (2018), and Al-Bedaiwi, Afaf (2019), whose results indicated the continued effectiveness of its intervention and counseling programs in reducing behavior and extremist ideology among members of the experimental group and its impact during the follow-up period.

This result can be attributed from the continued impact of the counseling program used in developing positive thinking, reducing intellectual extremism, and not having a relapse during the follow-up period, which lasted a month and a half, to the high level of motivation to participate and interact with the program from the participants from the experimental group. The continuity of the impact of the mentoring program in developing positive thinking and reducing intellectual extremism after follow-up can also be explained.In light of the great role of the components of positive thinking, methods and techniques used in instilling positive thoughts and beliefs, modifying and eradicating negative and extremist ideas, in addition to practicing these strategies after the end of the counseling program, as this has contributed significantly to the absence of a relapse after the end of the counseling sessions, and the continuation and maintenance of what may have occurred of improvement. Finally, the researcher believes that this result, which indicated the continuity of the development of positive thinking and the reduction of intellectual extremism among the members of the experimental group, is due to the strength of the impact of the techniques of the counseling program on the one hand, and the efficiency and accuracy of its application on the other hand, and the commitment of the members of the experimental group to attend its sessions on the third hand, as well as due to the nature of the counseling program and its techniques extracted from positive psychology as the most appropriate psychological aspects of the nature of the current study in the development of positivity and its various levels as a standard concept. It has psychological characteristics that shape and envelop it, which led to the continued effectiveness of the mentoring program during the follow-up period.

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Supplements

Appendix (1) List of Arbitrators and their Functions during the Arbitration Period

On study tools

M	Name[1]	Degree
1	Prof. Dr. El-Sayed Abdel Hamid Suleiman	– Professor of Educational Psychology – Faculty of Education Helwan University.
2	Prof. Adel Mohamed Al-Sadiq	Professor and Head of the Department of Mental Health – Faculty of Education – Aswan University.

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[1] **The names are arranged according to degree and alphabetical order.**

3	Prof. Dr. Abdel Nasser El-Sayed Amer	Professor and Head of the Department of Educational Psychology – Faculty of Education in Ismailia – Suez Canal University.
4	Prof. Dr. Mohamed Kamal Aboul Fotouh	Professor and Head of the Department of Mental Health – Faculty of Education – Benha University.
5	Prof. Dr. Musaad Rabie Abu Al-Ela	Professor of Educational Psychology – Faculty of Education – Benha University.
6	Prof. Najla Abdullah College	Professor of Educational Psychology and former Vice Dean of the Faculty of Education for Graduate Studies and Research – Suez Canal University.
7	Assoc. Prof. Dr. Amal Mohamed Ghanayem	Faculty of Education – Assistant Professor of Special Education in Ismailia – Suez Canal University.
8	Assoc. Prof. Sameh Hassan Harb	Assistant Professor of Educational Psychology, Faculty of Education, Benha University.
9	Assoc. Prof. Suleiman Abdel Wahed Youssef	PhD in Educational Psychology – Faculty of Education – Suez Canal University, and Assistant Professor of Special Education – College of Education – Jazan University in Saudi Arabia "formerly".
10	Assoc. Prof. Dr. Mahmoud Ali Mousa	Assistant Professor of Educational Psychology, Faculty of Education in Ismailia, Suez Canal University.

Appendix (2) Positive Thinking Scale for Adolescents in Secondary Stage

Cooking

Dr. Sobhia Ahmed Abdel Qader

Assistant Professor of Psychology

College of Education – King Khalid University – Saudi Arabia

- **General data:**

Learner Name: .... School: ....

Gender: (Male – Female) .... Grade: .... Chapter:...........

- **Scale application instructions:**

Dear learner:

Below you are presented with a set of phrases, which apply to some individuals at a certain level. Each of these phrases is followed by three choices (always, occasionally, rarely).

Please, read each statement carefully, then √tick one of the three options that you think applies to you, and don't put more than one tick in front of one statement. Note that there are no right and wrong responses; but the appropriate responses are those that are honest and express your true personality.

All your responses will be confidential and will not be accessed and will only be used for scientific research purposes.

We thank you for your cooperation and participation.

M	Ferry	Response		
		All the time	Once in a while	Rarely
1	.If I encounter a problem, I can get past it			
2	.I think about my future with optimism			
3	.I feel good about whatever work I do			
4	.I find it easy for me to talk to those who disagree with me			
5	.I trust in my abilities and in my potential			
6	When I'm going through difficult circumstances, I'm sure the next .one is better			
7	.It doesn't bother me that others distinguish me from me			
8	I am good at dialogue between me and friends who disagree with .me			
9	.I can concentrate and think clearly even under pressure			
10	.I usually look at the bright side of things			
11	I am not concerned about being criticized by others and I am .satisfied with my performance			
12	I believe that difference of opinion does not spoil the friendliness .of an issue			
13	.I make decisions that make a positive difference in my life			
14	.I have a feeling that my life will be more meaningful and happier			
15	Criticism of me by others does not cause confusion and .shortcomings in my performance			
16	I have the ability to contain those who disagree with me on an .issue			
17	.I deal with problems with the wisdom that makes crises successes			
18	.I am convinced that after hardship is easy			

M	Ferry	Response		
		All the time	Once in a while	Rarely
19	.I am satisfied with my life			
20	If one of my colleagues criticizes me, I accept this criticism with open arms.			

Appendix (3) Scale of Intellectual Extremism among Adolescents in the Secondary Stage

Cooking

Dr. Sobhia Ahmed Abdel Qader

Assistant Professor of Psychology

College of Education – King Khalid University – Saudi Arabia

- **General data:**

Learner Name: .... School: ....

Gender: (Male – Female) .... Grade: .... Chapter:...........

- **Scale application instructions:**

Dear learner:

Below you are presented with a set of phrases, which apply to some individuals at a certain level. Each of these phrases is followed by three choices (always, occasionally, rarely).

Please, read each statement carefully, then √tick one of the three options that you think applies to you, and don't put more than one tick in front of one statement. Note that there are no right and wrong responses; but the appropriate responses are those that are honest and express your true personality.

All your responses will be confidential and will not be accessed and will only be used for scientific research purposes.

We thank you for your cooperation and participation.

n	Ferry	Response		
		All the time	Once in a while	Rarely
1	I am convinced of my principles and ideas and do not deviate from .them			
2	.I don't want to discuss those who disagree with me			
3	I am convinced that only one opinion is correct, no matter how .different opinions may be			
4	.I feel bad when others disagree with me			
5	.My colleagues describe me as rigid (inflexible) thinking			

n	Ferry	Response		
		All the time	Once in a while	Rarely
6	.I try hard to convince my friends of my beliefs			
7	.I try in every way to convince my colleagues of my opinions			
8	.I feel upset when I'm with someone who disagrees with me			
9	.If a colleague has wronged me, I hardly forgive him			
10	.I prefer to work with people who agree with me			
11	.I don't want to break free from old ideas			
12	.I refuse to discuss with those who oppose my ideas			
13	.I impose my thoughts on my colleagues when I talk to them			
14	I see compromise with those who disagree with me as an adventure in itself.			
15	I don't pay attention to the opinion of all segments of society on an issue.			
16	I believe that anyone who disagrees with the group's opinion deserves to be punished.			
17	I am convinced that achieving my dreams is impossible and all circumstances are against me.			
18	.I don't tend to do activities that carry new ideas			
19	I am convinced that freedom of opinion and expression is not everyone's right.			
20	I am convinced that renewal in life is not important.			

Appendix (4) A counseling program to develop positive thinking and reduce intellectual extremism

In adolescents

Cooking

Dr. Sobhia Ahmed Abdel Qader

Assistant Professor of Psychology

College of Education – King Khalid University – Saudi Arabia

Table showing the sessions of the counseling program to develop positive thinking and reduce intellectual extremism

In a sample of adolescents

Session number and address	Session Objectives	Methods and techniques used	Session time
The first Pre-Program	1- Obtaining the necessary approvals for the application. 2- Agreement with the administration of Ibn Khaloun Secondary School for Boys and Helmeyet Al-Zaytoun Secondary School for Girls, which are affiliated with the Ain Shams Educational Administration in Cairo Governorate, on the application steps with providing a suitable place to conduct the application. 3- Applying the two scales of positive thinking, intellectual extremism on all members of the study sample who are present in the school and agree to conduct the application.	–Group discussion	60 minutes
The second Introductory session	1- Selecting male and female students with the highest scores on the scale of intellectual extremism and dividing them into two equivalent groups (experimental and control). 2- Applying the scales of positive thinking and intellectual extremism to the two groups (pre-measurement).	–Group discussion	60 minutes
Third Acquaintance and building the mentorship relationship	1- The members of the experimental group should get to know the researcher and each other and qualify them for the counseling process. 2- The members of the experimental group should familiarize themselves with the importance of the counseling program, its objectives and method of application. 3- Encourage each member of the experimental group to discuss and dialogue. 4- Discussing the rules of good behavior and agreeing on the date and place of the counseling sessions.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Fourth Self-expression	1- Give the members of the experimental group confidence and the opportunity to express their ideas freely. 2- Developing the style of self-expression because it is a method of internal catharsis for man and the clarification of the emotions and feelings inside.	–Group discussion -Dialogue and persuasion	60 minutes

Fifth Awareness of current behavior	1- Enlightening the members of the experimental group with their behavior and wrong behavior. 2- Convincing group members that they have wrong ideas, beliefs and behaviors. 3- Providing the members of the experimental group with the ability to identify wrong ideas and beliefs and teach them how to modify them and control their wrong behaviors.	–Group discussion -Dialogue and persuasion -Strengthening -Brainstorming	60 minutes
Sixth Autonomy on behavior	1- The members of the experimental group should make evaluation judgments about their actual behavior. 2- Training the members of the experimental group on how to correct negative thinking, intellectual rigidity, single-vision, fanaticism and authoritarianism, which they explained based on their evaluation of their actual behavior.	–Group discussion -Dialogue and persuasion -Strengthening -Brainstorming	60 minutes
Seventh Age Stage (Middle Adolescence – High School)	1- The members of the experimental group should know the nature of middle adolescence, its importance, characteristics, and problems. 2- The members of the experimental group should know the role required of them in their society and life in general.	-Lecture –Group discussion -Role-playing -Brainstorming	60 minutes
Eighth Positive thinking as an emotional cognitive process	1- The members of the experimental group should learn about the concept of positive thinking and its components. 2- The members of the experimental group should recognize the importance of positive thinking for the individual and society.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Ninth Developing ego power	1- The members of the experimental group should learn about the concept of ego power in general. 2- The members of the experimental group should recognize the importance of the strength of the ego as one of the levels of positivity, and work to develop it among the members of the experimental group with the various methods and techniques prepared for this.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Tenth Developing self-confidence	1- The members of the experimental group should know the concept of self-confidence. 2- The members of the experimental group should learn about the role of self-confidence and the positivity it leads to as one of its basic levels, and work to develop it among the members of the experimental	-Lecture –Group discussion -Dialogue and persuasion	60 minutes

	group with the various methods and techniques prepared for this.		
Eleventh Developing emotional balance	1- The members of the experimental group should know the meaning and importance of emotional balance. 2- The members of the experimental group should recognize the role of emotional balance as one of the levels of positivity, and work to develop it among the members of the experimental group with the different methods and techniques prepared for this.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Twelfth Modifying the cognitive structure of the adolescent	1- Helping members of the experimental group to identify illogical and erroneous beliefs. 2- Helping members of the experimental group to replace them with logical beliefs and positive subjective statements. 3- Providing the members of the experimental group with positive self-affirmative thinking patterns.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Thirteenth Ability to refuse and say "no"	1- Providing the members of the experimental group with the ability to refuse, say "no" and not accept the urgency of the other. 2- Training members of the experimental group to resist the attempt of others to impose their opinions. 3- Providing the members of the experimental group with the ability to explain their own point of view.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Fourteenth Moderation and moderation	1- Working to immunize the ideas of the members of the experimental group from misguided intellectual currents and suspicious trends. 2- Working to consolidate the concept of moderate thought in understanding religious, social and political issues among the members of the experimental group.	-Lecture –Group discussion -Dialogue and persuasion -Brainstorming	60 minutes
Fifteenth A Call for Optimism	1- The members of the experimental group should be introduced to the concept of optimism. 2- The members of the experimental group should recognize the importance of optimism as one of the components of positive thinking, and work to develop it among the members of the experimental group with the various methods and techniques prepared for this.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Sixteenth Thought and its	1- Developing a positive self-concept (accepting themselves) among the members of the experimental group.	-Lecture –Group discussion	60 minutes

impact on self-image	2- Providing the members of the experimental group with a positive attitude towards their body and appearance. 3 - To recognize the members of the experimental group on the idea of the adolescent towards himself. 4- Training members of the experimental group to confront others to increase their self-confidence.	-Dialogue and persuasion	
Seventeenth Discussion and dialogue	1- Working to provide full opportunity for free and rational dialogue and evaluating the intellectual warp with argument and persuasion among the members of the experimental group. 2- Working to promote the spirit of brotherhood and understanding within the community and consolidating the culture of dialogue and etiquette of difference among the members of the experimental group.	-Lecture –Group discussion -Dialogue and persuasion	60 minutes
Eighteenth Termination and Evaluation (Closing Session)	1- Discussing and answering the questions posed by the members of the experimental group. 2- Thanking the members of the experimental group for the fruitful cooperation in the application of the mentoring program. 3- Applying the scales of positive thinking and intellectual extremism to the members of the experimental group (telemetry).	–Group discussion -Feedback	60 minutes