

# The Effect Of Positive Thinking Development On Reducing Intellectual Extremism In A Sample Of Adolescent

Sobhia Ahmed Abdelkader\*

*Assistant Professor of Psychology - College of Education - King Khalid University - Kingdom of Saudi Arabia; [drsobhia2020@gmail.com](mailto:drsobhia2020@gmail.com)*

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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 with high intellectual extremism in the secondary stage in the Sharq region in Cairo Governorate in the academic year (2021-2022); their chronological ages ranged from (16-17) years, with an average of (16,4) years. With a standard deviation A value of (0.495), they were divided into two groups: an experimental group consisting of (23) male and female students. The other is a control group, consisting of (22) male and female students. And by applying the Cattell intelligence test prepared by Fouad Abu Hatab, Amal Sadiq, and Mustafa Abdel Aziz (2005) and the socioeconomic level scale for the family designed by Abdel Aziz (2013), in addition to the measures of positive thinking and intellectual extremism among adolescents in the secondary stage, as well as a guiding program for developing positive thinking and reducing intellectual extremism. All of them were prepared by the researcher. The study concluded that the effectiveness of the counseling program in developing positive thinking among the experimental group of adolescents in the secondary stage, where the program's impact was large, which in turn led to reducing the severity of intellectual extremism among them, and this did not appear in their counterparts in the control group.

**Keywords:** positive thinking, psychological counseling, intellectual extremism , adolescence.

## I. Introduction

Adolescence is that stage of an individual's life that is characterized by latent energy, abundant vitality, and increasing mental, psychological and social growth, during which the individual begins to exercise his roles and social status within society (Davids et al., 2017).

And because adolescents as a social group acquire particular importance for various institutions and on more than one level, if their upbringing is sound and

their educational, educational and training attainment is good and according to their values and culture, they can be an essential wealth and human capital in the balance of the nation, and if there are shortcomings in the processes of upbringing, education and training, this is reflected. The values, behaviors and positivity of young people are inevitable (Darling-Hammond et al., 2020)

In this regard, Seligman pointed out 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 suffer from depression and will feel happier, and his life will be more fruitful.” (N. Park et al., 2016). Positive thinking is a gradual process that is practiced and not a goal that must be reached. Honest and direct behavior that leaves a good impression on oneself and others increase self-esteem—appreciating and receiving respect and appreciation from others (Bilicha et al., 2022)

The importance of positive thinking is that it makes the mind more inclined to simplify complex ideas so that the individual is able to anticipate all that is positive about his life, and it also makes the mind focus on pleasant experiences, and turns unpleasant experiences into learning experiences, and pushes the individual to replace negative thoughts and emotions with positive ones that serve His life changes (Matel-Anderson & Bekhet, 2019), it is the way to achieve the quality of life in its comprehensive sense, by exploiting the latent energies within the individual to achieve his goals and enrich different situations to become more effective. A person may not be able to change his circumstances, but he is able to control his thoughts (Chang et al., 2020). It depends on the individual's ability to positively evaluate the events around him, because the use of positive thinking skills makes the individual look at things with optimism to try to benefit from them in improving his situation. It should be given to university youth and trained in it (Bekhet & Garnier-Villarreal, 2017)

Positive thinking is a contemporary modern term, and it is a compound of two words, “thinking and positive.” Thinking

means the deliberate investigation of experience for a purpose. And protect it from deviation. Positive thinking preserves the individual's thought and puts it on the path of moderation and moderation (Bekhet, 2017).

Intellectual extremism is one of the forms of violence, and it has become the most significant concern experienced by Arab societies, and it 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 him of the right of expression and freedom of belief and intellectual or political affiliation, which forbids minds and freedoms and deprives them expressing oneself or what is within us on the pretext that it is contrary to a specific religion, sect, creed, or culture (Loza, 2007). This extremism works on intellectual fanaticism and sows terrorism among society, which is reflected in an increase in human and material losses and spreads chaos among societal components, and this extremism contributes to fighting Heritage, History, Civilization and Origins (Honnnavalli et al., 2019). The phenomenon of intellectual extremism has been at the forefront of the phenomena of society. It is a multi-dimensional phenomenon, and its climax increases primarily because it affects the adolescents and young people, and therefore it was necessary to confront this phenomenon, by searching for the natural causes of its spread and ways to treat it in an objective scientific manner (Abu-Saada et al., 2020).

In this regard, Muhammad Qassem and Khaled Ibrahim (2018, 588) point out that combating intellectual extremism is not an excuse for shrinking spaces of

freedom, violating human rights, exacerbating tyranny, fragmenting national unity, restricting civil activities, and drying up sources of creative thought. Therefore, male and female teachers in the educational and educational field must intervene and make efforts to preserve and influence generations, and to enhance the role of the educated in all aspects of life. Intellectual extremism is inevitable to establish a culture of peace and tolerance in order to achieve a better future and maintain the security of societies and nations (Grimbergen & Fassaert, 2022).

Because we live in an age when we all need positivity; The current Researcher considered that the subject of her study is the role of positive thinking in reducing extremist behavior among adolescents.

#### Study Problem:

The problem of the current study is summed up in the growth of the phenomenon of intellectual extremism and the spread of false concepts, ideas and beliefs that cast a negative shadow on the aspects of security and stability that should be enjoyed by members of society. It is necessary to pay attention to the intellectual aspect of the human being because the mind is the one that controls the behavior of the individual and his actions, and the Arab Republic of Egypt has suffered, and still suffering from terrorism and the spread of some extremist ideas that seek to instill toxic ideas in the minds of some teenagers. We must work to immunize students and protect themselves from these deviant ideas by developing their positive thinking. Hence, the researcher considers the necessity of 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 in reducing the severity of intellectual extremism among them. This prompted the researcher to conduct the current study, whose problem is determined in an attempt to answer the following two main questions:

1. Is it possible to develop positive thinking among 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 clear in that it keeps pace with the modern trend 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 a form 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 that the study is exposed to, which is the middle adolescence stage (high school students), they are more vulnerable to extremism.

Study Terminology:

1. Counseling program:

It is a constructive process that aims to help the individual to understand himself, study his personality, know his experiences, identify his problems, develop his capabilities, and solve his problems in the light of his knowledge, desire, education and training in order to reach identification and achievement of psychological health and compatibility personally, professionally, educationally and as a family (J. Park & Shin, 2021). It is procedurally defined as “a set of organized steps based on scientific foundations derived from psychological counseling theories and compatible with the developmental characteristics of secondary school students and aiming 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 (Pandya, 2018)

2. Positive thinking:

It is mental and emotional processes that help motivate the individual to face new challenges in life in a positive direction. And it is procedurally defined by the degree that the learner obtains in performance on the scale of positive thinking among adolescents in the secondary stage (preparatory/researcher) (Malinowska-Cieřlik et al., 2019).

3. Intellectual extremism:

It is adherence to the opinion and not accepting the views of others, and therefore includes a lack of vision of the intellectually extremist; As he does not look at something except from a narrow angle, which meets his goals, purposes, desires and intellectual orientations. It is procedurally defined by the degree to which the learner obtains in performance on the scale of intellectual extremism among adolescents in the secondary stage, prepared by the researcher (Nashit, 2019).

Study hypothesis :

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

1. There is a statistically significant difference in the mean score of the experimental group in the pre, post test of the positive thinking scale and in post test for the intellectual extremism scale
2. There are statistically significant differences between the mean scores of the members of the experimental group and the average scores of the members of the control group in the dimensional measurement on the positive thinking scale in favor of the members of the experimental group and on the scale of intellectual extremism in favor of the members of the control group.
3. There are no statistically significant differences between the mean scores of the experimental group members on the scales of positive thinking and

intellectual extremism immediately after applying the counseling program and after the follow-up period (a month and a half from the end of the counseling sessions).

## 2. Materials and Methods

First: Study Methodology:

The quasi-experimental research design was utilized to achieve the aim of the current study

Second: Study Sample:

The study sample consisted of two groups. The first was an exploratory consisting of (138) male and female adolescents in secondary school in Ibn Khaloun Secondary Schools for Boys, and Helmevet El-Zeitoun Secondary School for Girls belonging to the Ain Shams Educational Administration in Cairo Governorate, with an average age of (16.14) years, and a standard deviation of (0.662). For the purpose of verifying the psychometric properties of the study tools; The second is a basic sample consisting of (45) male and female adolescents with high intellectual extremism in the secondary stage in Ibn Khaloun Secondary Schools for Boys and Helmevet El-Zeitoun Secondary Schools for Girls, both of the Ain Shams Educational Administration in Cairo Governorate, in the academic year (2021-2022 AD), their ages ranged between (16) - 17 years with an average of (16.4) years, and a standard deviation of (0.495), they were divided into two groups, one of them is an experimental group consisting of (23) male and female students, and the other is a control group, consisting of (22) male and female

students as well, as they are two homogeneous and equal groups in the variables: ( Age, intelligence, family socioeconomic level, positive thinking, and intellectual extremism) where the “computed” minimum “U” value was not statistically significant at the two levels (0.01, 0.05).

Third: Study Tools:

1. Cattell's IQ Test "Scale III Image B" by Fouad Abu Hatab, Amal Sadiq and Mustafa Abdel Aziz (2005):

This scale was prepared by (RB Cattell and AK Cattell, 1959)(Kidd, 1962), and translated by Fouad Abu Hatab and others (2005). In the current study, the third scale, picture (B), was used, which is suitable for students of the two university secondary stages (middle and late adolescence). Where this scale was used for the purpose of verifying the equivalence between the experimental and control groups. In the current study, the validity of the test was calculated using the criterion validity method, where the colored successive matrices test, prepared, modified and standardized by Emad Ahmed (2014) was applied to the members of the psychometric characteristics sample, on which the Cattell test for intelligence, the third scale, was previously used. The "Pearson" correlation coefficient between the scores of the psychometric characteristics sample members on the two scales was equal to (0.80), which is a high correlation coefficient, which indicates the validity of the test.

As for the stability, it was calculated in the current study in two ways: the first is “half-segmentation”, where the test was

applied to the psychometric characteristics sample, and the value of the correlation coefficient between the two halves of the trial was "half-stable coefficient" (0.74), followed by the use of the Spearman-Brown equation to calculate The reliability coefficient of the whole test, which reached (0.85). As for the second method: it was "Cronbach's Alpha", where the reliability coefficient was (0.88), which is a satisfactory stability coefficient, and this value is considered suitable for testing.

2. Socio-Economic Level Scale of the Family Prepared by Abdul Aziz Al-Person:

This scale was used to check the equivalence between the experimental and control groups. The family's socioeconomic level means "the degree that determines the family's status in relation to the general level of Egyptian families (the study sample)."

In the current study, the validity of the scale was calculated using the validity of the hypothetical configuration (structural validity) of the scale by finding the value of the test homogeneity, on the individuals of the psychometric sample, by calculating the correlation coefficient between the degree of each and the total score of the scale, and the following coefficients (0.75, 0.81, 0.89, 0.74, 0.83) were arrived at, in order, and they are all statistically significant values at the level (0.01). Its stability was also calculated in the current study by Cronbach's alpha method, and the total stability value was (0.83), which is an appropriate stability coefficient (Alsubaie et al., 2016).

3. Positive Thinking Scale in Adolescents at the Secondary School prepared by the researcher:

The researcher prepared this scale after reviewing the theoretical frameworks, studies and research that dealt with positive thinking, with the aim of measuring positive thinking among adolescents in the secondary stage. The scale consists of (20) items, distributed over four (4) dimensions: (cognitive flexibility, optimism and positive expectations, positive self-acceptance, and acceptance of differences with others). Each dimension includes five (5) items where a high degree indicates a high level of positive thinking, while a low degree suggests a low level of the learner.

4. Measure of Intellectual Extremism in Adolescents at the Secondary Level Prepared by /Researcher:

The researcher prepared 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 in the secondary stage. Where (20) items were identified and formulated, measuring the various manifestations and behaviors indicative of intellectual extremism, where the high degree indicates a high level of intellectual extremism, while the low degree suggests a low level of the learner.

In order to verify the validity of the scale before applying it to the basic sample, the researcher confirmed its validity and stability on the members of the

psychometric sample in several ways, including: the validity of the arbitrators.

5. A counseling program to develop positive thinking and reduce intellectual extremism among adolescents:

The researcher designed the program in light of the theoretical frameworks she has seen in references, specialized scientific periodicals, and the available training programs related to positive thinking. With the aim of promoting positive thinking among students with high intellectual extremism in the secondary stage; It consists of (18) counseling sessions of (3) three sessions per week, and the time of each counseling session is (60) minutes, using psychological counseling techniques in an integrative and selective manner aimed at promoting positive thinking. Therefore, the researcher was not satisfied with specific theoretical methods because all techniques Counseling is complementary to each other, but they focused on the theories of (psychoanalysis - behavioral - self). 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, persuasion, and feedback)

The counseling 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 the comparison between the pre and post measurements of the experimental group. As well as the comparison between the experimental and control groups afterwards; Finally, through the results of

the two post-measurements and follow-up of the experimental group to ensure its continued effectiveness.

### 3. Results

This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

#### 3.1. Results of the first hypothesis

The first hypothesis states that "there are statistically significant differences between the average scores of the experimental group members in the pre- and post-measurements on the positive thinking scale in favor of the telemetry and on the intellectual extremes in favor of the tribal."

To validate this hypothesis, the Wilcoxon Test was used to calculate the significance of the differences between two related groups .

It is evident from Table (1) that there are significant differences between the mean ranks of the experimental group members' scores in both positive thinking and intellectual extremism in the two measurements, before and after, as the "computed" small "T" value is statistically significant at levels (0.01, 0.05) in favor of the dimensional measurement, concerning positive thinking, and in favor of the tribal measure concerning intellectual 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 difference with others) and its total degree and reducing intellectual extremism among members of the group Experimental.

The effect size was also calculated in the case of the Wilcoxon Test Where the value of the impact size of the counseling program in developing the dimensions of positive thinking was (0.87; 0.88; 0.88; 0.87, 0.87) and its total degree, respectively; And (0.87) in reducing intellectual extremism as shown in the previous Table (1), which are values that indicate a large effect size, which confirms the realization of the second hypothesis of the study.

### **3.2. Results of the second hypothesis**

The second hypothesis states that "there are statistically significant differences between the average scores of the experimental group members, and the average scores of the control group members in the post measurement on the positive thinking scale in favor of the experimental group members, and on the intellectual extremism scale in favor of 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

It is evident from Table (2) that there are statistically significant differences between the scores of the members of the experimental and control groups in the dimensional measurement in each of the dimensions of positive thinking under

study, its total degree, and intellectual extremism; Where the "computed" smallest "U" value was statistically significant at levels (0.01, 0.05) in favor of the experimental group members with regard to positive thinking, and in favor of the control group members in relation to intellectual extremism, which indicates the effectiveness of the program in developing positive thinking and reducing intellectual extremism among members of the group. Experimental.

The effect size was also calculated in the case of the Mann-Whitney Test Where the value of the impact size of the counseling program in developing the dimensions of positive thinking was (0.84; 0.86; 0.86; 0.85, 0.85) and its total degree, respectively; and (0.86) in reducing intellectual extremism, as shown in the previous Table (2), which are values that indicate a large effect size. Thus, the second hypothesis of the study was achieved.

### **3.3. Results of the third hypothesis**

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

To verify the validity of this hypothesis, the non-parametric Wilcoxon Test was used to calculate the significance of the differences between two related groups



It is evident from Table (3) that there are no significant differences between the mean ranks of the experimental group members' scores in both positive thinking and intellectual extremism in the post and follow-up measurements, as the "computed" small "T" value is not statistically significant at the levels (0.01, 0.05); This confirms the continuation of the effectiveness of the counseling program used in developing positive thinking and reducing intellectual

extremism among the members of the experimental group, and its impact during the follow-up period.

### 3.2. Figures, Tables and Schemes

Table 1: The significance of the differences between the mean scores of the experimental group members in the tribal measurement and the average ranks of their scores in the post-measurement in both positive thinking and intellectual extremism

	Study variables	Differences	N	Medium Level	Total Level	"T" Minor	"Z"	Level of statistical significance	Impact size
Positive thinking	Cognitive flexibility	Negative ranks	0	0	0	0	- 4.209	significance	0.87
		Positive ranks	23	12	276				
		Neutral	0						
		Total	23						
	Optimism and positive expectations	Negative ranks	0	0	0	0	- 4.221	significance	0.88
		Positive ranks	23	12	276				
		Neutral	0						
		Total	23						
	Positive self-acceptance	Negative ranks	0	0	0	0	- 4.224	significance	0.88
		Positive ranks	23	12	276				
		Neutral	0						
		Total	23						
	Accept differences with others	Negative ranks	0	0	0	0	- 4.210	significance	0.87
		Positive ranks	23	12	276				
		Neutral	0						
		Total	23						
Overall Degree	Negative ranks	0	0	0	0	- 4.208	significance	0.87	
	Positive ranks	23	12	276					

		<b>Neutral</b>	<b>0</b>						
		<b>Total</b>	<b>23</b>						
<b>Intellectual extremism</b>		<b>Negative ranks</b>	<b>23</b>	<b>12</b>	<b>276</b>	<b>0</b>	<b>- 4.204</b>	<b>significance</b>	<b>0.87</b>
		Positive ranks	<b>0</b>	<b>0</b>	<b>0</b>				
		<b>Neutral</b>	<b>0</b>						
		<b>Total</b>	<b>23</b>						

\* The tabular value of "T" (n = 23) at the level (0.01) = 62, and at the level (0.05) = 83 for the one-sided sign.

Table 2: The significance of the differences between the mean scores of the members of the experimental and control groups in the post-measurement in both positive thinking and intellectual extremism.

Study variables		The Collection	nun	Average Ranks	Total Ranks	The value of the micro "U"	"Z" value	Level of statistical significance	Impact size
<b>Positive thinking</b>	Cognitive flexibility	Experimental	23	33.78	777	5	-5. 668	<b>significance</b>	0.84
		The officer	22	11.73	258				
	Optimism and positive expectations	Experimental	23	34	782	0	-5. 773	<b>significance</b>	0.86
		The officer	22	11.50	253				
	Positive self- acceptance	Experimental	23	34	782	0	-5. 788	<b>significance</b>	0.86
		The officer	22	11.50	253				
	Accept differences with others	Experimental	23	33.83	778	4	-5. 725	<b>significance</b>	0.85
		The officer	22	11.68	257				
	<b>Overall Degree</b>	Experimental	23	34	782	0	-5. 761	<b>significance</b>	0.85
		The officer	22	11.50	253				
	<b>Intellectual extremism</b>	Experimental	23	12	276	0	-5. 772	<b>significance</b>	0.86
		The officer	22	34.50	759				

\* The tabular value of "U" (n = 23) at the level (0.01) = 114, and at the level (0.05) = 138 for the one-sided sign.

Table 3: The significance of the differences between the mean scores of the experimental group members in the post and follow-up measurements in both positive thinking and intellectual extremism.

	Study variables	Differences	nun	Medium Level	Total Level	"T" Minor Value	"Z" Value	Level of statistical significance
Positive thinking	Cognitive flexibility	Negative ranks	0	0	0	0	-1	Non-significance
		Positive ranks	1	1	1			
		Neutral	22					
		Total	23					
	Optimism and positive expectations	Negative ranks	0	0	0	0	-1	Non-significance
		Positive ranks	1	1	1			
		Neutral	22					
		Total	23					
	Positive self-acceptance	Negative ranks	0	0	0	0	-1.414	Non-significance
		Positive ranks	2	1.50	3			
		Neutral	21					
		Total	23					
	Accept differences with others	Negative ranks	0	0	0	0	-1	Non-significance
		Positive ranks	1	1	1			
		Neutral	22					
		Total	23					

<b>Overall Degree</b>	<b>Negative ranks</b>	<b>0</b>	0	0	<b>0</b>	<b>-1.890</b>	<b>Non-significance</b>
	<b>Positive ranks</b>	<b>4</b>	2.50	10			
	<b>Neutral</b>	<b>19</b>					
	<b>Total</b>	<b>23</b>					
<b>Intellectual extremism</b>	<b>Negative ranks</b>	<b>2</b>	1.50	3	<b>0</b>	<b>-1.414</b>	<b>Non-significance</b>
	<b>Positive ranks</b>	<b>0</b>	0	0			
	<b>Neutral</b>	<b>21</b>					
	<b>Total</b>	<b>23</b>					

\* The tabular value of "T" (n = 4) at the level (0.01) = zero, and at the level (0.05) = zero to signify both sides; After excluding neutral ranks.

#### 4. Discussion

This result of the **first hypothesis** is consistent with the results of some studies and research that were conducted within the framework of providing counseling programs based on positive thinking and showed improvement in the members of their samples, including studies:(Makaremnia et al., 2021)(Kulbaş & Özabacı, 2022). This result is also consistent with the results of some studies and research that dealt with programs to reduce extremist behaviors and ideas, and the consequences of which showed the effectiveness of those programs(Amit et al., 2021)(Barracosa & March, 2022)

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 which the resulting differences are attributed between the pre and post measurements, 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 the techniques on the active pursuit of the members of the experimental group for positive thoughts and beliefs without procrastination and refuting the negativity without delay, the elevation and sophistication in putting forward positive ideas and modifying inappropriate ones, challenging destructive words or phrases, and changing the cognitive structure that depends on negative trends such as

intimidating situations and spreading fear and anxiety and not Refuting wrong 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 addressing situations characterized by positive flexibility instead of negative inertia, and positively affects the formation of outcomes and building positive expectations and a brighter and optimistic outlook for others and for oneself or oneself. Finally, the result of this hypothesis can be explained in the light that positive thinking makes the individual able to confront extremist and destructive thought by searching for solutions to what he is facing and not focusing on the problem. Positive thoughts work to eradicate the individual's negative beliefs in his cognitive plans, which reduces his extremist thought. It enables the individual to control it and confront it through effective strategies, and it leads to intellectual immunity and the decline of negative and extremist thinking and negative conscience, and life becomes brighter and intellectually safer (Al-Jubouri et al., 2021).

The result of this **the second hypothesis** can be explained within the framework of the foundations and objectives upon which the counseling program used in the current study was based, including its components (such as acceptance of personal responsibility, emotional control and control over mental processes, optimism, unconditional self-acceptance, positive acceptance of difference from others, challenge, and confidence). It has contributed to increasing the individual's sense of self-

confidence and the individual's own abilities, by observing and directing thoughts and beliefs in a positive way, to get rid of destructive extremist ideas, in addition to that positive thinking helps the individual to be more optimistic, focus on bright positive aspects, and anticipate for success. The researcher also believes that the result is due to the technicalities and activities of the counseling program, and nothing else. This result also indicates the extent of the strong impact of the counseling program, as the researcher tried to take into account the perfection as possible in the application of its sessions and to ensure that the participants comprehend its techniques and make maximum use of its counseling sessions with a focus on transferring the knowledge and experiences that were contained in the counseling program sessions in its design. Finally, the researcher attributes the result of this hypothesis to the attempt to encourage the participants of the experimental group to adhere to and continue the counseling sessions in full with the most significant number of them, and to make sure to use the methods and techniques of reinforcement, dialogue, and discussion with them, which had a great impact on the conduct and follow-up of the counseling sessions, and this is from the point of view of The Researcher is the reason for the success of the program.

This finding is also consistent with the results of studies by Awad M.S.Alyami (2015), SajidAmit, etal(2021), and Mark J Brandt (2015) whose results indicated that Continuing the effectiveness of its intervention and counseling programs in reducing extremist behavior and thought among the members of the experimental

group, and its impact during the follow-up period [21], [23], [24].

This result can be attributed to the continuing 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 of the experimental group. It can also be explained the continuity of the impact of the counseling program in developing positive thinking and reducing intellectual extremism after follow-up among the participants of the experimental group in light of the great role of the components of positive thinking and the methods and techniques used in instilling positive thoughts and beliefs and modifying and eradicating negative and extremist ideas, in addition to their practice of these strategies after the end of mentoring program; As this has significantly contributed to the absence of a relapse after the end of the counseling sessions, and the continuation and maintenance of the improvement that may have occurred.

## 5. Conclusions

The Researcher believes that this result, which indicated the continuity of developing positive thinking and reducing intellectual extremism among the members of the experimental group, is due to the strength of the influence of the counseling program techniques on the one hand, and the efficiency and accuracy of its application on the other hand, and the commitment of the experimental group members to attend its sessions on the third hand, as well as to

the The nature of the counseling program and its techniques extracted from positive psychology as the most appropriate psychological aspect of the nature of the current study in the development of positivity and its different levels as a normative concept that involves psychological characteristics that form and encapsulate it, which led to the continuation of the effectiveness of the counseling program during the follow-up period.

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