

Preventive Thinking among Sixth Preparatory Students

By

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Abstract

The aims of this research is to identify Preventive thinking in sixth preparatory students In order to do so , the researcher reviewed many previous studies and some theories related to the subject of research, and chose the study (Al-Akkadi) for preventive thinking, and its paragraphs were presented to a group of arbitrators specialized in science, psychology, psychometrics, and education , the alternatives to the test were two alternatives and the key to correction is given to the wrong answer (1) and to the correct answer (2), as the test consists of (40) paragraphs distributed over five areas (preventive ideas about Others, preventive ideas about the self, preventive ideas about the world, preventive ideas about the future, preventive ideas about the past) as the scale was applied to a sample of (371) students of the province of Babylon by (175) male students and (196) female students and were selected in the random class method with a proportional distribution from the original community and after analyzing the data statistically using the statistical bag of social sciences spss) (the following result was produced: University students have a good degree of preventive thinking.

First: Research problem

The world we live in now is characterized by a low level of security, and no one can sleep without putting locks around the doors of his house, where the low level of prevention and security in the world at various levels and fields, especially on the educational field, many students in general have been affected by the wars and destruction left by the war, and what it left in themselves of fear and anxiety, and all that has been mentioned has caused them a lot of pressure. Psychological and loss of hope to move forward to success and academic excellence, due to the displacement and repression of some families and therefore it has negatively affected students, and forced many of them to leave the classrooms, in addition, the individual who belongs to groups that are not safe and where aggression, intolerance, cruelty, threats of violence, theft and spreading rumours occur.

All this has caused a completely unsafe atmosphere, so the decrease in prevention leads to the exposure of individuals to dangers and problems as the constant exposure to psychological problems leads to the development of psychological and physical disorders, which appear in the form of different psychological and physical symptoms, affects the behavior of the individual and hinders his psychological compatibility, and hinders him from practicing his normal life in the society in which he lives (Humphreys, 2003:20).As it is known that the individual has a psychological preventive system that pushes him to think about how to protect himself and how to face what may happen in the future and at the same time attribute the failure to which the individual is exposed to causes that occurred in the past that he did not have the ability to avoid, this thinking works to protect him from psychological attacks that exist in the environment, which is one of the factors responsible for facing psychological pressures and achieving mental health that any imbalance associated with this thinking leads to the occurrence of The individual has psychological problems, disorders and pressures that

may develop into future mental illnesses (olah, 1996:38)

Therefore, the lack or decrease of preventive thinking leads to an increase in the volume of psychological stress because of the negative situations to which the individual is exposed, and that the high volume of psychological stress leads to a decrease in the level of psychological immunity as indicated by the study of Dubey and others (Dubey, et.al, 2011) that the individual has a preventive and immune system It serves as a vessel that collects psychological sources that work to protect the individual from stress, anxiety and other crises and psychological disorders that he faces in his life (Dubey, et.al,2011:36).The problem is more evident if the school stage is taken into account and since the school stage addressed by the current research represented by the sixth preparatory stage is a very critical stage where it is the stage of determining the fate of the student and his future, so the low level of preventive thinking in students negatively affects the most important aspect of this stage, which is the aspect of study and this is what those interested in preventive thinking have pointed out including Humphreys, 2003)

The low level of preventive thinking leads to students following negligent behavior and indifference, as well as homework evasion, absenteeism, aggression and dropping out of school, which leads to a decline in the student's academic level and the loss of his academic future, which is an obstacle that affects the rest of the aspects and areas of his psychological and social life (Humphreys, 2003:18)

From the previous review we can identify the problem of current research by answering the following question: Do sixth preparatory students have preventive thinking?

research importance

humans are acutely aware of the need for safety and prevention, not only to avoid threats to an individual's life, but also to avoid threats to the integrity of emotional and social life. It is unwise to leave any method of prevention, before a good level of safety, to unleash freedom of movement to meet the challenges and bring about the changes required (Humphrys, 2003:22). The causes of psychiatric illness are many and varied, but the important question is why do individuals develop psychiatric illness after being exposed to any of the causes of injury when others are not infected despite being exposed to the same conditions? The answer to this question lies in the existence of individual differences between individuals in terms of preventive and immune methods in confronting and overcoming problems faced by the individual in his life. Each individual uses a preventive strategy that prevents the risk of psychiatric illness, while another individual does not use any preventive system that supports his mental health and thus reduces his psychological cohesion becomes easy prey to various types of psychiatric diseases (Yousafi, 2017:71). It can be said that the aim of preventive interventions is to address the causes of injury or risk factors and to strengthen protective factors throughout life, avoiding activities that contribute to any threat to an individual's life s life constitutes a threat to mental or physical health, Prevention methods have a positive impact that can be expected when directed in a successful manner (Ibrahim, 2017:560).

The importance of research also shows that preventive thinking is not only involved in mental health but also in physical health, a good example of which is what the world has seen in general. (2020) The spread of the most dangerous types of viruses, known as COVID-19, which caused global losses, claiming the lives of many people more than six million, as well as its negative impact on health, psychological, economic, political and social conditions, where the best way of protecting humanity was a method (Prevention) This is what the study (Lust, 2020) indicated that everyone did not follow a well-preventive strategy whose life and

that of others were at risk and likely death (Al shahwani, 2020:2).

Research Objectives

The current research seeks to identify preventive thinking in students of the 6th Prep.

Research Limits

The current research is limited to the study of preventive thinking among the sixth female students in the schools of Babylon for the academic year (2021/2022) within its literary and scientific branches (biological/applied) and for both sexes (male and female).

Definition of terminology

The researcher's current research variable explains the following:

Preventive thinking

Humphreys (Humphreys, 2003): "Negative ideas and feelings that people develop creatively to form cognitive strategies that protect them from social threats to the well-being of their social life and to protect themselves from such threats" (Humphreys, 2003:21).

Theoretical definition

The researcher adopted the definition and theory of Humphreys (2003).

Procedural definition of preventive thinking:

is the overall degree of the respondent by answering the preventive thinking test adopted by the researcher.

Chapter II

Conceptual framework

Preventive thinking plays a great and importance role in an individual's life, because preventing risks of all kinds, whether human or natural, is a fundamental and vital requirement of any human activity. Whether at the level of the individual, group or state, work to prevent it before it occurs by providing individuals with modern scientific foundations that help individuals to protect themselves in the face of risks and challenges that threaten their safety while raising their awareness and training them in prevention methods to confront various dangerous situations that harm the individual or the institution in particular and society in general and the ability to control and control times of emergency and crisis to achieve security in individuals to purify the individual's own environment Preventive thinking is important in developing security at different levels and achieving prevention of potential current risks and threats. and assists in the development of security agencies and their leadership by reviewing leadership with distinct capabilities and expertise entrusted with the application of preventive thinking in security by reviewing pioneering experiences in the field of thinking to start where others end up, Attention to leadership as strategic intellectual infrastructure for security as well as to studies and research related to preventive thinking for use in security (Depp, 2009:134).

Prevention is one of the goals of personal life, conditions and systems. Health care, accompanied by packages of intervention strategies used by mental health professionals and organizations to help mentors reach desired goals, aims to prevent the production of a "good life and a good society", refers to the term (Prevention) to live life in a way that enables individuals and communities to avoid disturbances, major problems and the intended improvement of key situations in life and in the family, school and work, in the neighbourhood,

and in the small community (Kalinina & et al, 2017: 375). Where preventive thinking has entered the field of physical and mental health, if used in the psychological sphere to reduce psychiatric illnesses resulting from many of the pressures and difficult attitudes experienced in one's life during the various stages of life, it creates a preventive thinking strategy that protects him from negative influences of the outside world that negatively affect his mental health (2009:148 Abholz,).

Preventive thinking is not only involved in the field of psychotherapy. It has proven its strong presence in the medical field after the prevalence of various diseases and epidemics in recent years. This has made preventive thinking and its strategies measures to prevent diseases extremely important. The Leavell & Clark, 1979 study noted that disability and disease are influenced by environmental factors, pathogens and genetic predisposition, and lifestyle choices depend on preventing disease and taking all proactive measures that can be classified as primary and secondary (Swimming, 2017:37). It is noted every year that millions of people die as a result of causes that prevention can be an essential factor to reduce as James & Donna's study shows. et al, 2004) which was conducted in (2004) that about half of all deaths in the United States in a year (2000) were due to preventable behaviours or exposure cardiovascular disease, diabetes and chronic respiratory diseases, where the main causes included cardiovascular disease, and some infectious diseases, and the same study estimates that 400 thousand people die every year in the United States from malnutrition, an unstable lifestyle and a lack of preventive methods to help them not be exposed to these diseases James & Donna. et al,2004:291)).

Explanatory theories of preventive thinking

1- Tony Humphreys

One of the most important theories that interpreted preventive thinking is Humphrys' world theory and how it is possible to devise preventive strategies that help the individual protect himself at all levels Humphrys stated that the world is now insecure, as wars, violence and harm spread around the world and their negative impact on the individual, where the individual is in dire need of prevention, whether it be psychological, physical or even intellectual (Ibrahim, 2017:572).

Humphrys pointed out that preventive measures have a prudent function and are a means of alerting the individual to one's own and other pain, which is those places that still need to be healed. For example: When you preventively avoid emotional and social relationships with others, the alarming message may have to do with emotional rejection of oneself, resulting from your experiences of rejecting and ostracizing one's parents as a child. Another example of children who have suffered physical abuse or psychological abuse and verbal abuse in childhood repeatedly is that they are suppressing these abusive experiences, so that these incidents do not remain in their memory. But when they report emotional psychological prophylaxis becomes windows overlooking the wounds of their emotional lives, (For example, they suffer from "misogyny", or are so confused that they put themselves at risk) Difficulties arise in adapting to others and to life conditions according to childhood experiences and parental fear of what children may sometimes experience sexual abuse, especially with females in most societies. Preventive thinking is higher than that of males and may be associated with or influenced by socialization methods (Kalinina & et al, 2017:664).

When it creates safety, people use the alarming message, which comes from their preventive behaviour. They follow the necessary actions that heal the wounds and advance to that citizen with greater maturity. If things remain unsafe, they need to cling too much to their

means of prevention. When the healing process begins, the person's means of prevention gradually disappear. People who had a good upbringing in their family home were unconditional, and their homes were always safe places. There is no need for them to build prevention walls. The peak of safety has achieved unconditional acceptance and love for themselves and others, independence and love for life. Naturally, people who have great pride in themselves will automatically commit themselves to preventive actions, if they find themselves in situations of physical, sexual or emotional danger. They will also seek ways to strengthen their security more, but like these people, they rarely stay behind the walls of their preventive actions (Barton, 2014:78).

Tony Humphreys emphasized in his book "The Ability to Think Negative", in which he spoke of preventive thinking as a journey to explore the internal and external forms of behaviour that an individual creates in order to protect him from neglect and rejection, which constitute emotional protection, similar to the means of prevention that he has developed to protect his physical life. Humphreys believe in an individual's need for love and appreciation is now greater than the need to maintain physical life. The best witness is those people who have sacrificed their lives for others for many reasons and all those sacrifices in order to win love, friendship, acceptance and appreciation (Abholz, 2009:150). In this journey of self-determination, you will discover that preventive behaviours operate at varying levels: physically (anguish and disease), emotionally (what you feel and what you say), pre-feeling level (deep feelings and attitudes), level under feeling (suppressing prejudicial experiences and fear of abandonment) (Humphreys, 2003:35). According to his theory, the wisest part of the soul, which is constantly ineffective for the benefit of the individual to heal from internal conflicts, helps him to move towards greater fulfilment. More than that, he will see that ideas, attitudes, feelings and diseases, often called "negative", actually have the creative function of preventing threats, which affects the well-being of one's emotional and social life. Instead of trying to suddenly leave the behaviours they call "negative", he will be encouraged to hold onto their hands, pending the creation of sufficient safety to return to adventure again. This affirms Humphreys and firmly that changing your thinking is not the basis for emotional and social transformation, but for direct change in what one feels about oneself, towards others and towards the world. How can this emotional process be done? This is discussed in his book *Negative Thinking Ability on How to Create Safety* is the first essential step to this process. It is on this basis that an individual can begin to take appropriate action, which puts him on the path to greater maturity and achievement of the greatest Hammel, 2020:167 (Knight &).

Areas of preventive thinking

Areas of preventive thinking does not only provide the individual with emotional protection, but also doors to the world of his invisible emotional fragility. And so, it gives the individual an opportunity to solve these problems. It is therefore useful to learn about those areas that an individual can exercise as a first step in addressing the challenges of overcoming emotional insecurity that Humphreys has identified in five areas (Humphreys, 2003:41).

Preventive ideas about self

An individual's psychological needs vary in relative importance from one individual to another, but they agree that the need for safety and protection is essential for mental health and development at all stages of life. Self-protection against any psychological or physical threat is positive behaviour, There has been a multitude of views on the concept of self-protection, with Green referring to 2004. that the manifestations of such conduct are manifested so that any behaviour that satisfies a particular need of the individual may be considered to fall under the title of self-protection and varies from the various responses of the individual to avoid risk to himself, whether it be in a sense or a subconscious manner Green,2004: 210). Al-Rashidi

(2005) indicates that self-protection is one of the three dimensions of self-love: self-acceptance, self-development, and self-protection, indicates that self-protection involves self-protection, treatment and preservation of risks that may lead to harm to both body and self-health (Al-Masni, 2011:21). Self-preventive ideas generated by individuals about the creation of preventive strategies are always caused by an individual's belonging to an unhealthy environment that negatively affects himself and can make a troubled person who intensifies preventive strategies to protect himself (Gorur,2013: 11).

Preventive ideas about others

When an individual is emotionally sensitive and vulnerable, in particular the trend of others abandoning him or her and feeling despised, here an ingenious strategy of dropping his or her ostracism must be used on others, either in general or in particular. Examples of thought models that arise from such projection: "Nobody cares about me" "People only think about themselves" "You're so selfish" "You're cruel and aggressive."

It is not difficult to discover emotional matters under the cover of these blame messages if you change the third conscience or changed the word "you" in the letter to "me", This leads to the detection of an individual's internal conflict In fact, he must face himself with that fact to say, "I don't care for myself," "I'm not here for myself," "I'm cruel and aggressive," Humphrys points out that an individual exercises projection on others in order to avoid confronting oneself with the fact that he does not love himself healthily and offers nothing to himself and creates a preventive strategy that helps him not to face the truth of himself Projection is one of the greatest preventives used by the individual. It thus transfers the focus of attention to others. It does not face fragility and vulnerability when committed to projection. It thus does not take any emotional risks because it places the burden of change on them and not on them (Humphrys, 2003: 43-44).

Preventive ideas around the world

The many traumas experienced during childhood and adolescence s environment of family and school is one of the most important reasons why an individual devises preventive strategy towards the world, And the hardest thing for a child during childhood is to be in a family that is not quiet and peaceful. The family is the first place to embrace the child. The family climate plays a major role in shaping a child's vision of the outside world and has a negative impact if disjointed and unsafe, their perception becomes negative for the outside world because their view of their family direction reflects their view of the world (Gallegos & et al, 2017:294).

Preventive ideas about the future

An individual always tends to think about the past, the future, or both. These ideas perpetuate his concern for the future and grief over the past, which is credible evidence that internal security has been lost, as well as the ability to focus on today's place and time. This results in a lot of focus problems from anticipatory preventive thinking, when he is concerned that this may or may not happen in the future. This concern benefits an important function, which is to make you vigilant for events that may threaten your self-esteem (Humphrys, 2003:46).

But this kind of possible thinking may have a negative impact on the individual as prophylactic thinking in psychology and fear of the future ", or what is known as predictive fear, is a very common sentiment among people. But it is very tiring if it is not controlled, so man must struggle with the fear expected when worrying about the outcome of a future event he has never experienced before. and sometimes lead to reluctance to make large and small

decisions, as well as increasing the likelihood of continuous comparison ", where intolerance of uncertainty can lead to so-called proactive fear, He constantly thinks about the possible consequences of his decisions (Zahrani, 2020:561).

Preventive ideas about the past

Why people tend to remember the past, why they think so much about the past, The answer to this is that the process of remembrance is related to the complexity of the human brain's work in storing memories. And the main problem in remembering the past lies with those painful memories, because your rejection and dislike of what happened with you in the past is what drives this past into your present time to live in pain. And necessarily makes you expect the worst of the future, not everyone who remembers the past is wrong. Special remembering the lessons associated with these memoriesMakkar & Jessica R, 2011:129)

Individuals may have what is known as preventive preoccupation, as it is an important reason why many people feel afraid This happens when people start obsessing over potential risks as a result of something that happened in the past, Humphrys believes that future life is the result of messages of integration about lack of ability life in the past, by contrast, is often an indicator of projection. One blames the past for the decline in one's current sense of self. By overthrowing the past, he protects himself from taking responsibility for the present. Examples of these processes: "With my past, what do you expect from me? "School was just a failure," "My parents had no time for me to start," life in the past may involve the assimilation of any self-impregnation as well, where an individual blames himself for things that have happened in the past, and once again living through the wounds and failures of the past, the individual is like a child who takes off a cinnamon. (cortex) wound, but the preventive function of living the past again, is to prevent the repetition of tired experiments (Humphries, 2003:48).

Chapter III

Research methodology and procedures

This chapter presents the procedures followed by the researcher to achieve the objectives of her research, from the methodology of research and the research community to selecting his sample, verifying the veracity and consistency of the research tools and identifying the statistical means used in this research.

I. Research curriculum

The current research curriculum is descriptive, since the aim is to determine whether there is an association between research variables. The purpose of correlative research is to determine the existence of a relationship (or lack of correlation) between the variables under study and the use of correlative relationships in the work of predictions (Epic, 2000, r. Researchers in the humanities and social sciences use it to ascertain the extent to which variables exist to study their relationships by using correlative methods between phenomenon variables (Ismail, 2002, p. 384). 16) This type of study is also used when the researcher wants to know the relationship between two or more variables in order to describe the phenomena, analyze them and investigate the relationships with their elements. The relationship between the variables is either positive or negative (Al-Dahri and Al-Kubaisi, 1999:37).

Second: Research Community

The research community is meant by any gathering of people, objects or accidents, representing the overall total from which samples are selected (Carpenter, 2010:149), and can also be defined as encompassing all the units of the phenomenon that will be studied, whether

they are individual-shaped counting units such as a person or groups such as families (Bedouin, 2008:21). For the current research community, it is the sixth-grade preparatory students in Babylon Governorate for the academic year (2021-2022) by 58 preparatory and secondary schools. In order to obtain the necessary data on the research community, the researcher reviewed the Directorate of Educational Planning and the Statistics Division of the General Directorate of Education of Babylon under the mission facilitation book issued by the Faculty of Education of the University of Babylon to the General Directorate of Education of Babylon. Based on the data obtained, the research community was determined to have reached (10,944) Student for the sixth-grade preparatory stage, the number of males from the scientific specialization (Biological and applied) (4258) which represents the percentage of its capacity (38%) while female (4853) representing 44%, while the literary specialty was male (871) It represents (8%) while females (963) It represents (10%)

Third: Sample Research

The search sample is part of the original community units that are withdrawn according to an appropriate methodological method Because the variables to be studied in the present research are divided into layers, each reflecting a category of the levels of variable in question, the researcher has chosen a stratified random sample with a proportional distribution. In order to adopt this method of samples, the following steps must be followed:

- ❖ Divide members of society into two classes (female - male) as well as specialization (scientific - literary) of the original society.
 - ❖ Determine the number of members of the community belonging to each class.
- Determine the total sample size and sample size of each group, and its proportion of the total community of research action (Thompson, 2012, 39).

The search sample (371) was made up of students in the light of Steffen's equation (Steven, 2012:75), the number of students in the scientific specialization of the sample (308) was divided into males (145) and females (163), while the number of students in the literary specialization (63) was males and (30) females (33) as shown in the table (1).

Table 1 *Research Sample by Sex and Specialty*

Percentage	Total number for school	N. O	Specialization	Gender	School name
%18	415	67	scientific	male	1. Al-Hilla Preparatory School for Boys
%11	81	41	scientific	male	2. Al-Jihad High School for Boys
%10	69	37	scientific	male	3. Tabarsi Secondary School for Boys
%8	48	30	literary	male	4. Al-Dustour High School for Boys
%9	104	33	scientific	female	5. Al Rabab High School for Girls
%14	139	52	scientific	female	6. Bint Al-Huda Preparatory School for Girls
%21	316	78	scientific	female	7. Prep. Dr. Madiha Aboud Al Bermani for girls
%9	54	33	literary	female	8. Shatt Al Arab middle school
%100		371			Total

Fourth: Research tools

Since the current research aims to learn about preventive thinking and its relationship to the academic self-concept of the students of the 6th Prep. Therefore, achieving the objectives

of the research requires the existence of two tools in which the psychometric characteristics are as follows:

1. *Preventive Thinking Test*

After reviewing previous publications and studies regarding the first variable, the researcher did not find Arab or local studies dealing with this variable except for one study at Mosul University/Faculty of Education for Human Sciences. (Al-Aqidi, 2020), where I adopted the (Al-Aqidi, 2020) test of preventive thinking, which he knew "are the negative thoughts and feelings that people develop creatively to form cognitive cognitive strategies that protect them from social threats affecting the well-being of their social life and protecting themselves from such threats." The test is made up of (40) paragraphs in the form of (positions) for each alternative position, one of which is the right solution and gives (2) the correct answer and (1) the wrong answer, that the test paragraphs are distributed equally in five areas:

- 1) ***Preventive ideas about oneself:*** It is a mental strategy in which the individual integrates what others say about him and his effect remains, so that the preventive strategy is: either "I am very C" to avoid blaming oneself when failing a task or there is a lack of acceptance by people (Al-Aqidi, 2020:287), which is eight paragraphs.
- 2) ***Preventive ideas about others:*** a mental strategy in which an individual omits to reject oneself in general or in particular (Aqidi, 2020:288), which is eight paragraphs.
- 3) ***Preventive ideas around the world:*** A mental strategy in which an individual realizes that the world in which he lives is unsafe, so he seeks to protect himself from manifestations of avoidance behaviour, phobias and emotional and physical withdrawal (Aqidi, 2020:290) which is eight paragraphs.
- 4) **Preventive ideas about the future:** a mental strategy in which an individual focuses on future events that he or she worries about what may or may not happen in the future (Al-Aqidi, 2020:292), which is eight paragraphs.
- 5) **Preventive ideas about the past:** A mental strategy in which an individual drops his current failures on events made in the past to protect himself from the responsibility of the present (Al-Aqidi, 2020:294), which is eight paragraphs.

For the purpose of ascertaining the validity of the test for which it was placed, the researcher made the following steps:

Validity of paragraphs

To ascertain the validity of the test paragraphs used in this research, they were presented in their initial form to a group of 30 arbitrators specializing in pedagogical and psychological sciences to clarify their opinion on the correctness and accuracy of the test paragraphs and are they appropriate to measure what they were placed for? As well as its suitability for the sample of research, this is a method used to ascertain the extent to which its paragraphs represent aspects of the variable that should be measured (Abdul Rahman, 2003: 185), having expressed their views on all test paragraphs in terms of their validity and suitability to the nature of the sample, and using the Kai box, the researcher deleted two paragraphs: (39, 28) The first of the field of preventive ideas about the future and the second of the field of preventive ideas about the past because the value of kai square was not a statistical function at the level of indication (0.05) and one degree of freedom, as well as the language modifications proposed by the arbitrators to certain test paragraphs.

Experience the clarity of test paragraphs and instructions

To ascertain the clarity of the test paragraphs in terms of drafting, meaning and validity of alternatives and to know the difficulties that individuals may encounter when responding to the test paragraphs in order to avoid them before finalizing them to individuals of the search

defect and to determine the time period required by the respondent in responding to all test paragraphs, the test was presented to an exploratory sample. 40 students from preparatory and secondary schools in Babylon governorate were selected in a random manner from the schools covered by the research. The average time taken in the answer was 15 minutes, as shown in table (3).

Table (3). *experience clarity instructions sample*

N. O	Gender	School name
20	Males	Al-Hilla Preparatory School for Boys
20	Females	Shatt Al-Arab Preparatory School for Girls
40		Total

Statistical procedures for analysis of paragraphs:

D. Discriminatory force and difficulty of paragraphs: The discriminatory force of a paragraph means the extent to which it is able to distinguish between high-level and low-level individuals in the measured characteristic (Kelley, 1955:468). In order to be more accurate, the best percentage of individuals must consist of both groups is 27% in each of the parties and the percentage (46%) of the middle is excluded (Alam, 2011:284). The researcher has adopted the following steps in the way of finding the distinctive force of test paragraphs in the way of the two-party groups:

- Correction of all search sample forms (371).
- Calculate the overall score for each questionnaire.
- Regularize the forms according to the overall grade found.
- Calculate the percentage (27%) of the highest-graded questionnaires (100)
- A form to represent the upper group, as well as a percentage (27%) of the 100 low-grade forms to represent the lower group.
- The application of the following T-test for two separate samples to test the significance of the differences between the upper and lower groups of each paragraph of the scale, and the calculated T value was considered an indicator of the distinction of each paragraph by comparing it with the tabular T value as shown in the table

For the difficulty factor of paragraphs, they represent the difficulty of the test vocabulary are characteristics that have an important role in the group or Norm - Reference Test reference tests and may affect the individual's answers to their vocabulary. The vocabulary of these tests should distinguish precisely between the levels of the trait to be measured. The individual to which all individuals respond or are unable to respond is not useful in detecting differences between individuals in what the test measures. The test can distinguish to the maximum extent possible between screened individuals since if the average level of difficulty of the vocabulary it includes is (approximately) 0.50, that is, 50% of them can answer for each of its vocabulary, (Reynolds & Livingston, 2014: 232) Accordingly, the difficulty of the paragraphs was calculated to test (preventive thinking) according to the method of the two parties' samples. The scores of each respondent were compiled on the test paragraphs to obtain the overall degree of the test and then ranked downward from the highest to the lowest degree and then selected the percentage (27%) of the answers representing the higher grades of (100) students and (27%) of the responses representing the lower grades by 100 students and thus these two groups of parties are represented by the size of the extremely difficult sample (371) Students, as this percentage (27%) for the two party groups can be adopted in providing the largest size and maximum possible variation. The test difficulty equation was then applied to preventive thinking.

All paragraphs are distinctive other than paragraphs (24, 11, 6) when compared to the

Abel criterion shows us that they are not distinctive because their differentiation factor is less than (0.19).

As for the difficulty factor, according to Bloom and Downey, the difficulty of the paragraph's ranges from 0.20 to 0.80. Reynolds & Livingston, 2014: 232 ; Gregory , 2015 : 110).

Standard Characteristics of Preventive Thinking Test

A _ Honesty

Honesty verified preventive thinking test by:

1. virtual honesty

This was achieved when the preliminary test paragraphs, instructions and alternatives were presented to a group of judges specializing in educational and psychological sciences and psychometrics who agreed to the validity of the scale's paragraphs, instructions and alternatives.

2. Construction sincerity

The researcher verified the construction sincerity through two indicators:

- ❖ The calculation of discriminatory force and the difficulty of paragraphs is _ to the test, which is an indication of the construction's sincerity.
- ❖ the internal consistency that the researcher has achieved by calculating the degree factor of each paragraph to the overall degree of testing and its relationship with each paragraph to the field and the relationship of the field to the other.

Scale Stability

The researcher followed two ways to find a scale constant factor:

- ❖ Half-hash method: Seiberman and Brown (1972, Sperrman & Brown) Until the stabilization factor of any test can be predicted if we teach the stabilization factor of half or part of it and to calculate the stability by the halving method, the scale is divided into two halves. The first half consists of all the paragraphs with individual numbers. The second half consists of all the paragraphs with conjugal numbers. (0.72) Using the statistical reality of psychosocial sciences and applying the Siberman-Bruin equation, the overall constant factor for the preventive thinking test (0.81) is an indication that the constant factor is good.
- ❖ The facronbach coefficient. And to calculate stability in this way, all of the examiners' forms were subjected to the statistical analysis sample of 371 and then used the Alfa formula. The Alfa Constant Factor is 0.84. The test is internally consistent because this formula reflects the consistency of the measurement paragraphs internally.

I. Presentation, interpretation and discussion of results

First Objective: To learn about preventive thinking among 6th Junior Students:

To recognize this goal, preventive thinking was applied to the research sample of 371 students, and the calculus of grades was found to be 51.23 degrees with a standard deviation of 6.961 degrees, while the hypothetical average of the scale was 49.5 degrees. In order to identify preventive thinking, One Sample T Test was used where the calculated T value (4.8) was greater than the tabular value (1.96) at an indicative level (0.05) and a degree of freedom (370) indicating that students had a statistically preventive D thinking. The table shows this.

One Sample Test Schedule for Preventive Thinking among 6th Prep Students

Indication level	T value		Hypothetical mean	Standard deviation	SMA	Degree of freedom	Sample
	Tabular	Calculated					
Significant	1.96	4.8	49.5	6.961	51.23	370	371

This result indicates that the research sample members of the 6th junior students have a statistically D level of preventive thinking and in light of Tony Humphrys' theory (Humphreys, 2003) interprets this result according to his view that an individual desperately needs to be prevented in his life in order to protect himself from any threat to his life. He further states that the world is often unsafe since the spread of war, violence and harm around the world and the extent to which this has a negative impact on the individual. Therefore, the individual uses preventive methods and strategies to create for himself a safe environment at various levels. However, an individual who uses strict protection cannot thrive and progress because he always hides behind the walls of prevention, he has built for himself. However, it is not wise to leave any method of prevention before obtaining a level of safety that calls him freedom of movement to meet the challenges and the changes required. Preventive ideas cannot be counted as negative but have a creative function in creating preventive strategies (Humphrys, 2003:20).

So, according to Humphrys, the sample of research is desperate to use these preventive methods and strategies in various areas of their lives and because they are going through a phase where they are experiencing high stress, anxiety, constant thinking about the future and determining their fate and often suffering from psychological stress, they need to gain prevention. Prevention is a process of immunization against severe negative feelings that may lead to psychiatric illness, so the aim of prevention is to protect the individual and help him to stay together and try to make the individual enjoy good mental health by filtering negative feelings that transmit to him or her from the surrounding environment, which often causes the deterioration of his or her mental health, thereby protecting the individual against any threat to his or her safety and psychological security. The function of preventive thinking is not only to protect one's own self, but also to highlight one's wounded citizenship. When an individual follows a preventive strategy in protecting himself from social and emotional relationships, it suggests that the individual suffers from psychological wounds that thus lie within him to pursue one of those preventive strategies to avoid pain and to protect himself from the deluge of negative emotions on the surface. So preventive thinking serves as a healing gateway to healing the wounds and pain of the past and pent-up feelings within an individual so that he can move on. This result is consistent with the study (Al-Aqidi, 2020) with her appointment from university students whose results showed that university students have preventive thinking.

Second: Conclusions

- 1) Students of the 6th Prep have preventive thinking.

Third: Recommendations

In the light of the results reached, the following recommendations may be made

- 1) Pedagogical guides should promote preventive thinking among students of the 6th Prep.
- 2) The research tools can be used by school pedagogical supervisors to learn about the

concept of academic subjectivity and preventive thinking.

Fourth: Suggestions

In the light of the research results, the researcher suggests

- 1) Conduct similar research at other stages of study such as middle school, university.
- 2) Conduct a similar study to recognize the relationship of preventive thinking to other variables that are not covered by current research (psychological loneliness, personality disorders of different patterns, lifestyles, emotional intelligence, psychological compatibility).

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