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The Effectiveness Of Teaching A Suggested Psychological Pollution – based Program In Developing Psychology Majors Generative Thinking Skills and Enhancing Their Quality Of Life Level.

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Introduction

Recently, there has been much discussion on psychological pollution and its relevant issues. Psychological pollution is a disruption in the psychological environment system via external factors causing chaos, and bad impact in its balance and adaptation with its reality. Such chaos is of an accidental nature created by the interference between the form and content of both (thought and behavior). Accordingly, the issues of psychological pollution have become a heated theme for debate among psychologists, educationalists and sociologists. The premise on which psychological pollution is built is the reality in which we live. It is the reality that witnesses a negative phenomenon of a worsening volume in its form and content – threatening our privacy and the value of civilizational identity – never seen before.

Since the psychological side of all individuals is exposed to be polluted by habits and bad behaviors acquired by the learner from the surroundings in which he grows up, it has become incumbent upon educationalists, including professors of education, to purge the psychological side of students and making it void of pollutants, particularly what the student experiences during university life and prime age.

Since university students, especially students of the faculty of education, constitute the conscious group we all aspire to protect from all negative influences, one of the educational objectives, we can see that paying attention to teaching the issues of psychological pollution among them is an attempt to bridge the gap between the theoretical and practical aspects, particularly because this category of people have developed a tendency towards alienation from society and its values. The young people's desire towards rapid change and attraction to all that is new and interesting makes

them less committed and less devoted to what is required from them. In the same vein, the researcher tackles some issue of psychological pollution through her proposed program with the purpose of consolidating psychology approach in addressing psychological pollution along with promoting some generative thinking skills and enhancing the quality of life for student teachers majoring in psychology.

:Problem of the research

The problem of this research lies in a deficiency in promoting generative thinking skills, in addition to the low level of quality of life among psychology majors due to an insufficient attention towards teaching psychological pollution issues as part of the psychology courses of the faculties of education, despite the fact that these issues are among the primary objectives of psychology. Therefore, they should be thoroughly and deeply taught to the student teacher during his preparation so that he has sufficient awareness of them because he will teach them later. In light of what has been provided above, the current research seeks to find answers to the following question: * What is the effectiveness of a suggested psychological pollution–based program in developing psychology majors' generative thinking skills and enhancing their quality of life level? This main question can be divided into the following sub–questions:

- 🌸 What are the issues of psychological pollution among student teachers (psychology majors)?
- 🌸 What are the generative thinking skills among student teachers (psychology majors)?
- 🌸 What are the dimensions of quality of life among student teachers (psychology majors)?

- What is the perception of the suggested psychological pollution–based program in developing generative thinking skills and enhancing the quality of life level among student teachers (psychology majors)?
- What is the effectiveness of the suggested psychological pollution–based program in developing generative thinking skills among student teachers (psychology majors)?
- What is the effectiveness of the suggested psychological pollution–based program in enhancing the quality of life level among student teachers (psychology majors)?
- What is the relationship between developing generative thinking skills and enhancing the quality of life level among student teachers (psychology majors) through the proposed program?

Research Limitations

The current research is limited to:

- Students of the fourth year majoring in psychology, Faculty of Education, Fayoum University
- Second term of the academic year 2018/2019
- Some issues of psychological pollution
- Some generative thinking skills


Research instruments


The research instruments utilized include the following:

Experimentation instruments:

- A list of issues of psychological A list of generative thinking skills
(prepared by the researcher)
- Student Teacher's Book (prepared by the researcher)
- Teacher's Guidebook (prepared by the researcher)






Evaluation Instruments

 Scale of quality of life (prepared by the researcher)

 Test of generative thinking skills (prepared by the researcher)



Objectives of the research:

The current research aims to:

-  Determine psychological pollution issues that are appropriate for student teachers majoring in psychology; Identify the generative thinking skills appropriate for student teachers majoring in psychology;
-  Define dimensions of the quality of life appropriate life for student teachers majoring in psychology
-  Develop a suggested psychological pollution–based program in developing psychology majors' generative thinking skills and enhancing their quality of life level;
-  Detect the effectiveness of a suggested psychological pollution–based program in developing psychology majors' generative thinking skills;
-  Detect the effectiveness of a suggested psychological pollution–based program in enhancing psychology majors' quality of life level; and Ø
Reveal the relationship between developing generative thinking skills and quality of life level through the proposed program.

Significance of the research

The significance of this research stems from the following:

-  It is expected that this research will be instrumental for those working on planning psychology curricula at the faculties of education in designing a course that contains some of psychological pollution issues which have emerged as a result of the innovations of this age.
-  This shall reflect an interest driven by a desire towards solving his problems, which would enhance his motivation to learn and mitigate tension and the sense of frustration.

- It will be beneficial for teachers of psychology in identifying some psychological pollution issues which could be overcome; this will assist in realizing some objectives of studying psychology.
- It is expected that it will assist the student teacher with acquiring generative thinking skills and thus providing him with the key skills that will help him produce knowledge and value the importance of what the mind generates.
- It is expected that it will offer psychology for the student teacher in a practical and functional form that will help him think and enhance his ability to encounter dilemmas.
- It is expected that it will draw the attention of those working in curriculum planning to pay attention to the psychological dimension represented in the current research as "the students' quality of life". It is expected that it will provide a procedural model for teaching a program entitled "Issues of Psychological Pollution" which is prepared based on the students' needs and the reality of the age in which they live.

Research hypotheses:

The present research seeks to examine the validity of the following



hypotheses:

- 1) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of generative thinking skills test as a whole in favor of the post-application.

- 2) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of generative thinking skills test in each skill in favor of the post-application.
- 3) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of the quality of life scale as a whole in favor of the post-application.
- 4) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of the quality of life scale in each dimension in favor of the post-application.
- 5) There exists a statistically significant correlation between the mean scores of the students of the research sample in generative thinking skills and quality of life.

Research Approach:

The current research utilizes the following two approaches:

-  The descriptive approach is employed in the theoretical framework of the research along with developing the research tools.
-  The experimental approach is adopted in the one-group experimental design to reveal the extent of effectiveness of the suggested psychological pollution- based program in developing generative thinking skills and enhancing the quality of life level among student teachers (psychology majors).

Research Methodology and Procedures:

1. The research was conducted according to the following methodology and procedures:
 - ❖ review of the studies and research associated with
 - ❖ Methods and strategies of teaching adopted in enhancing the teaching of psychology subject and psychological pollution issues.

❖ Generative thinking skills Ø Quality of life level .

2. Preparing a preliminary list of the most appropriate psychological pollution issues for students to gauge how appropriate they are for the students along with verifying their applicability by being refereed by a panel of judges.
3. Developing a list of the most appropriate generative thinking skills for students to gauge how appropriate they are for the students along with verifying their applicability by being refereed by a panel of judges.
4. Preparing the student teacher's book on "Issues of Psychological Pollution" in terms of objectives, content, methodology of teaching, activities, teaching aids and techniques of evaluation.
5. Preparing the student teacher's guidebook on "Issues of Psychological Pollution" in terms of objectives, content, methodology of teaching, activities, teaching aids and techniques of evaluation.
6. Preparing the generative thinking skills test and presenting it to a panel of judges to verify its applicability.
7. Preparing the generative thinking skills scale and presenting it to a panel of judges to verify its applicability.
8. Preparing the quality of life scale and presenting it to a panel of judges to verify its applicability.
9. Determining the validity and reliability of both the test and the scale.
10. Identifying the research sample that is composed of the students of the fourth year majoring in psychology in the Faculty of Education, Fayoum.
11. Applying the scale and the test in the pre-application stage on the students of the research sample.
12. Teaching the "Issues of Psychological Pollution" program for students of the research sample.

13. Applying the scale and the test in the post-application stage on the students of the research sample.
14. Recording the results and exploring the differences between the pre- and postapplication of generative thinking skills test and scale of quality of life.
15. Recording the results and processing them statistically.
16. Making recommendations and suggestions based on the results of the research.

Research Terminology

Program Procedurally,

a program is defined as an integrated scheme composed of the program philosophy, objectives, content, activities, teaching aids, educational strategies, and techniques of evaluations appropriate for enhancing generative thinking skills and the quality of life level among student teachers majoring in psychology within a specified period of time.

1) The concept of Psychological Pollution: In the current research, the researcher defines "Psychological Pollution" as: a disorder in the psychological environment adopted by the student teacher in both thought and behavior and is clearly manifested in his loss of the existential meaning of his life for which he is created, combined with a sense of denial of the identity of his homeland, and deformation of his sexual identity, in addition to the existence of several cognitive distortions in terms of his perspective of the universe and objects surrounding him. This is plainly reflected in his behavior in the form of negative acts that are harmful to himself, the community and the surrounding environment; this is obviously manifested in suicidal tendencies and suicide. In the current research, the "issues of psychological pollution" refer to: A set of topics dealing with dilemmas with respect to the responses and reactions resulting from deformation of the "thought and behavior" combined with negative feelings experienced by the student teacher, and affect the course of his life. This may lead him towards adopting abnormal behavior

inconsistent with the values, norms and behaviors, and community-based systems if he is not well directed. Such issues include (identity management – the existential meaning in life – psychological immunity).

2) **Generative Thinking Skills:** In the current research, generative thinking skills refer to mental capabilities that enable student teachers majoring in psychology) to utilize information and psychological data and social available towards mental pollution and addressing these issues in a manner that leads to generating new information and ideas. Such skills are measured by the score obtained by the student in the test prepared for this purpose.

3) **Quality of life:** In the current research, quality of life refers to a positive state which student teachers majoring in psychology experience as a good mental and physical condition, satisfaction with school life, a sense of enjoyment of social skills and their practice, good leisure time management and taking advantage of it . Such a state is measured by measured by the score obtained by the student in the scale prepared for this purpose.

Research results

The researcher reached the following results:

1) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of generative thinking skills test with a significance level at (0.01) in favor of the postapplication. This indicates that the scores obtained by the students of the research sample in the post-application are far better than their scores in the pre-application. This attests the effectiveness of the suggested psychological pollution-based program in developing psychology majors' generative thinking skills.

2) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of generative thinking skills test in each skill with a significance

level at (0.01) in favor of the post-application. This indicates that the scores obtained by the students of the research sample in the post-application in each skill are far better than their scores in the pre-application. This attests the effectiveness of the suggested psychological pollution-based program in developing psychology majors' generative thinking skills and the skills included in the test.

3) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of the quality of life scale with a significance level at (0.01) in favor of the post-application. This indicates that the scores obtained by the students of the research sample in the post-application of quality of life scale are far better than their scores in the pre-application. This attests the effectiveness of the suggested psychological pollution-based program in enhancing the quality of life of the students of the research sample.

4) There exist statistically significant differences between the mean scores of the students of the research sample in the pre- and post-applications of the quality of life scale in each dimension with a significance level at (0.01) in favor of the post-application. This indicates that the scores obtained by the students of the research sample in the post-application in each dimension of the quality of life scale are far better than their scores in the pre-application. This attests the effectiveness of the suggested psychological pollution-based program in enhancing the quality of life of the students of the research sample.

5) There exists a statistically significant correlation between the mean scores of the students of the research sample in generative thinking skills test and quality of life scale. It is a direct correlation with a significance level at (0.01) in favor of the post-application. This indicates that the enhancement of

generative thinking skills leads to upgrading the quality of life level among the experimental group and vice-versa. This demonstrates the relationship between the development of generative thinking skills and the improvement of the level of quality of life is of a direct, positive and strong nature. That is, the more generative thinking skills among students are developed, the greater their abilities to enhance their quality of life level will become. Furthermore, the development of the quality of life level among students has led to enhancing their generative thinking skills. In a nutshell, the results of the current research show the effectiveness of the suggested psychological pollution-based program in developing psychology majors' generative thinking skills and enhancing their quality of life level. Therefore, the primary objective of the research is realized.

Research recommendations In light of the results of the research, the researcher made the following recommendations:

1. The necessity of paying attention by those involved in preparing a psychology teacher to develop generative thinking skills, improve the quality of life for their students, and urge them to practice criticism and constructive dialogue.
2. Providing curriculum planners and developers with the research results that have proven the effectiveness of the effectiveness of the suggested psychological pollution-based program in developing generative thinking skills and enhancing their quality of life level of the students of the faculty of education so that they can develop curricula and teaching methodologies in the light of this research.
3. Training pre-service and in-service teachers of psychology in the ways for preventing psychological pollution and how to overcome it via the proper scientific methods and techniques so that they can transfer this to their students in the form of teaching training.

Research Suggestions:

In light of the results of the research, the researcher made the following suggestions:

1. The effectiveness of a proposed program in teaching psychological pollution issues to develop high school students' awareness and emotional intelligence skills.
2. The effectiveness of a proposed program in teaching psychology to develop generative thinking skills and life skills for psychology majors.
3. Developing a psychology curriculum at the secondary level in the light of psychological pollution issues encountering adolescent students.