

## Discovering some positive thinking aspects of personality among two university students' samples (Saudi - Egyptian): A comparative study

اكتشاف بعض مظاهر التفكير الإيجابي للشخصية لدى عينتين من طلاب الجامعة (سعودية - مصرية)  
(دراسة مقارنة)

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**Abstract:** The study aims to identify some positive thinking aspects in the personality among two university student groups (Saudi – Egyptian) and study the differences between them to know whether the cultural environment differences lead to the positive thinking differences or not. The study used the analytical descriptive statistical and the comparison method to analyze the data and reach the results. The study sample included 480 Saudi and Egyptian university students from the faculty of social science. The positive thinking aspects scale (Abdul Sattar Ibrahim, 2008) was applied. The hypothesis stated that there are no statistical differences between Saudi and Egyptian university students in the positive thinking aspects (optimism, locus of control, love of learning,

satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence). The results are analyzed by means, standard deviations, and (T) test. The results found similarities in most positive thinking aspects and small differences between the groups is due to the personality's interaction with the environment. Then the study ended with recommendations.

**Keywords:** Positive Thinking, optimism, locus of control, love of learning, satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence

### 1. Introduction

In recent years there has been a great interest in the thinking positive aspects through researchers and psychologists interest in these aspects, which led to the emergence of the positive psychology branch in the late nineties by Martin Seligman (1998), who claimed that there are some concepts belong to the positive personality, these concepts include the concept of self-realization, creativity, tolerance, moral judgment and experience, aspiration for the future, giving, and social interaction skills (Seligman & Csikzenthmihalyai, 2000, p.55).

The positive thinking aspects took a great interest in researching and studying, such as Maslow self – real model 1970. Tiger optimism model 1979. Guilford Self – trust model, and Kobasa's Mental toughness Model 1979. (Deighm, 2008, p.86) Martin Seligman sees that thinking positive aspects are the main source of happiness and feeling complacent. They help individual to fulfill his goals and face his difficulty. Modern studies

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results conclude that the individuals love acting and thinking positively to be loved by others (Ibraheim, 2008, p.101).

Shelly Taylor (1989) sees that what distinguishes humans from other beings is their strong tendency to positive thinking, especially healthy ones because the mind's abilities are the means of positive logical thinking (Carr, 2004, p. 77).

People of different cultures may have similarities in positive aspects. These positive aspects of thinking and behavior are not specific to a particular civilization, religion, or ethnicity. All religions and philosophies in different parts of the world, starting with Plato and Aristotle, ending with the Talmud, Thomas Aquinas, and the Holy Qur'an, passing by Kant and philosophy by German, recommend that individuals adopt such aspects.

Positivity meets rationality (Seligman & Peterson, 2005, p. 413). In addition, most of the studies' results (Seligman & Peterson, 2005), (Perugini et al., 2003) and (Duncan & Garazzi, 2004) confirm what is indicated in (Seligman & Peterson, 2005) study which point out that there are no differences between peoples of different cultures in the positive aspects of personality. In contrast to the above, both (Seligman & Csikzenthmihalyi, 2000, p.5) highlight the influential role of the social and cultural context, in addition to genetics in individuals' ways of thinking, which instills Qualities and characteristics of positive thinking when societies are stable and prosperous.

In general, as Margaret Mead says, what is called human nature is after a cultural product, and she argues that the differences are caused by civilizational and cultural conditions (Abdul Razek, 2005, p. 85). In addition, most of the results of the studies of (Richard & Marissa, 2004), (Park, et al., 2006), (Galati, et al., 2006), and (Peterson, et al, 2007) confirm what both "Margaret Mead" and "Martin Seligman and Csikzenthmihalyi " indicated the existence of differences between peoples of different cultures in the positive aspects of personality.

From the foregoing, it becomes clear to the researcher that there are two approaches. They must be taken into consideration when making a comparison in the field of positive aspects of personality between different cultures. An approach that highlights that the positive aspects of personality are considered the human psychological context in which different cultures are similar. An approach that highlights the role of culture and social context in addition to heredity in shaping personal traits, including positive traits, and accordingly there are differences between different cultures in the positive aspects of thinking and behavior. Edward William (1991) pointed out that it is necessary to acknowledge that the Egyptians are distinguished from others by virtues of their important intellectual capacities (Khalifa, Jaballah, 1998, p. 47).

Especially since most of the comparative cross-cultural studies on personality variables among Egyptians by comparing them to samples from different cultures focused

on the comparison in the negative aspects of personality such as anxiety, depression, neuroticism, pathological features and psychological disorders at the expense of the positive aspects of personality as (Abu Al-Nil, 1979 and 1982; Al-Zahar, 1991; Mustafa, 1994; Khalifa, 1997; and Abdul Razek, 2005).

Hence the problem of the current study emerged, whether (Are there differences in the positive aspects of the personality of the university Egyptian students by comparing them to other samples from different cultures, especially since most of the comparative cross-civilizational studies in personality variables among Egyptians by comparing them to samples from different cultures focused their attention on the comparison in the negative aspects of personality such as anxiety, depression, neuroticism, pathological features, and mental disorders at the expense of the positive aspects of personality, Hence, the proposed study problem arose.

## 2. The study problem

The study problem is presented by answering some questions are:

- Are there any differences in the positive thinking aspects (optimism, locus of control, love of learning, satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence) between Saudi and Egyptian male university students according to the cultural environment differences?
- Are there any differences in the positive thinking aspects (optimism, locus of control, love of learning, satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence) between Saudi and Egyptian female university students according to the cultural environment differences?
- Is there an effect of the cultural Environment on the positive thinking aspects?

## 3. The study hypothesis:

According to the theoretical framework and previous studies, the researcher formulated the following hypothesis:

**3.1. The first hypothesis:** There are no statistical differences between Saudi university students and Egyptian university students in the positive thinking aspects (optimism, locus of control, love of learning, satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence). This hypothesis is divided into two sub-hypotheses, which are:

**3.2. The second hypothesis:** There are no statistical differences between Saudi university students and Egyptian male university students in the positive thinking aspects (optimism, locus of control, love of learning, satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence).

**3.3. The Third hypothesis:** There are no statistical differences between Saudi university students and Egyptian female university students in the positive thinking aspects (optimism, locus of control, love of learning, satisfaction, self-acceptance, healthy cognitive balance, positive acceptance of differences with others, responsibility acceptance, forgiveness and comfort, social intelligence).

#### 4. The study objectives

The study aims to:

Identify some positive thinking aspects in the personality of two university student groups (Saudi – Egyptian).

Identify the similarities and differences between the two groups to know whether the cultural environment differences lead to positive thinking differences or not.

#### 5. The study importance

The current research may benefit in discovering the different social cultures between Egypt and Saudi, and the social environment's role in affecting the positive thinking aspects.

Positive thinking has an important activating role in developing and progressing society as it is an indicator of mental health and real happiness.

Many studies focused on the negative thinking aspects instead of the positive ones.

#### 6. The positive psychology aspects definition:

Abd Elsatir Ibraheim (2008) defines a positive personality as a personality that is described as mental health and happiness. This personality has rational ideas which guide them in their life aspects (personal, behavioral, and social).

Edler (1979) admits that the excellence attitude is a kind of shortfall reparation (Seligman, 2002, p. 5).

Then Maslow assures that man always seeks for developing, and that man has positive nature. (Jeffrey, 2004, p. 18). While (Seligman, et al., 2004) shows the importance of the positive aspects of thinking, and they admit that the positive personality includes 24 elements that are divided into 6 categories of virtues. These virtues are (wisdom, courage, humanity, justice, spiritual moderation, spirituality, and religiosity) which help the individual in overcoming failure and taking on different challenges. (Seligman et al., 2004, pp.604-606).

Positive thinking has basics and criteria that are:

To be appreciated by all cultures.

To be appreciated in and of itself and not as a means for another purpose.

To be learnable (Seligman, translated by Safaa Elaaser et al.,2005, pp. 22-23).

The procedural definition of a positive thinking aspects in personality in the current study is the person who will be determined to have the following characteristics:

**6.1. Optimism:** that is, positive expectations of achieving gains in various aspects of a person's life, as well as an increase in the level of optimism and positive results expected in our health, personal, social, and professional lives. It is procedurally defined as the degree to which the sample members obtain on the sub-scale (optimism) used.

**6.2. Emotional control and mental processes control** a person's skills in directing his attention and memories in sound and useful directions for developing his mental health and social adjustment storage. It is procedurally defined as the degree to which the sample members obtain on the sub-scale (Emotional control) used.

**6.3. Love of learning and openness to experience:** that is, what distinguishes it from positive trends towards possibilities of change, including interest in knowledge, love of learning, and knowledge of what is new and appropriate to achieve mental health (Abdul Sattar Ibrahim, 2008). It is procedurally defined as the degree to which the sample members obtain on the sub-scale (Love of Learning).

**6.4. Satisfaction:** the general feeling of self-satisfaction and the achievement of the general goals in life, including the standard of living, achievement, and education, and procedurally defined as the degree to which the sample members obtain on the used subscale (feeling satisfied).

**6.5. Healthy cognitive balance:** What we have of knowledge balance and information about health and happiness and how we deal with situations of fear, anxiety, depression, and psychological disorder. The owners of this style are also characterized by a positive view of the importance of psychological treatment and confidence in the advice and guidance provided by the therapist, and procedurally known as the degree that the sample obtains on the subscale.

**6.6. Tolerance of difference from others:** the adoption of social ideas and behaviors that indicate an understanding of differences between people, and that we are required to encourage difference and look at it with a positive perspective and without fanaticism. It is procedurally defined as the degree to which the sample members obtain on the sub-scale (Tolerance of difference from others) used.

**6.7. Accept personal responsibility:** it means, among other things, the lack of complaints about your life; The successful person does not know how to complain and does not complain all the time about things beyond his control. It is defined procedurally as the degree obtained by the sample members on the sub-scale (acceptance of responsibility).

**6.8. Unconditional self-acceptance:** that is, accepting yourself and knowing its value. It is defined procedurally as the degree obtained by the sample members on the sub-scale (unconditional self-acceptance).

**6.9. Forgiveness and comfort:** adopting tolerant beliefs about the experiences or psychological pain that we have gone through with past events. forgiveness and comfort).

**6.10. Social intelligence:** This concept refers to a set of personal qualities and social and emotional skills that enable a person to understand the feelings and emotions of others, and then be more able to rationalize his psychological and social life based on these skills. It is defined procedurally as the degree obtained by the sample members on the sub-scale (social intelligence) (Abdul Sattar Ibrahim, 2008).

Most researches and studies show that there aren't differences in the thinking positive aspects of personality between different cultures as Park, et, al., 2004 and Peterson, et, al., 2007, while other studies admit that the personality positive aspects are psychological context, so they are similar instead of the difference of the cultures, Hence, the proposed research problem arose.

Some studies compared the positive variables of personality among different countries, such as (Duncan & Gavazzi, 2004) who compared Italian and Scotland university students, and they found that there are similarities in the sense of satisfaction while there are differences in other positive aspects. Also (Charles & David, 2004) compared American and Norwegian university students, and the results found differences between both. (Peterson et al., 2006) found there were differences between different counties in justice, honesty, judging objects, forgiveness, Gratitude, differences in care, modesty, and self-esteem. All these previous studies showed that the personality positive thinking aspects lead to the individual's sense of happiness and mental and physical health, no studies comparing the positive thinking aspects in Arab countries, most of the studies used university students as a sample, and the Positive variables in personality can be measured and quantified. Hence the study can formulate the hypothesis.

## **7. Materials and Methods**

### **7.1. Design**

The study depended, to achieve its objectives, on the analytical descriptive statistical method, and the use of the comparison method.

### **7.2. Participants**

It includes a sample of 480 university students, divided into two groups: 240 Saudi university students (males and females) from the Faculty of Education in Dilam, Prince Sattam bin Abdul Aziz University and 240 Egyptian university students (males and females) from the Women's faculty for Literature, Science, and Education, Ain Shams University. The sample is distributed as shown in table1.

**Table 1** The educational level of the sample members

Educational Level	Egyptian Students		University		Saudi University Students		Students		Total
	Literature	Scientific	Literature	Scientific	Literature	Scientific	Literature	Scientific	
Gender	M	F	M	F	M	F	M	F	
First Year	15	15	15	15	15	15	15	15	120
Second Year	15	15	15	15	15	15	15	15	120
Third Year	15	15	15	15	15	15	15	15	120
Fourth Year	15	15	15	15	15	15	15	15	120
Total	240				240				480

### 7. 3. Instruments

#### 7.3.1. The positive thinking scale (Ibrahim, Abdel Sattar, 2008):

The current study used the positive thinking scale which was originally prepared by (Abdul Sattar Ibrahim, 2008) and is considered a multidimensional personality test prepared to serve all the psychological fields to discover the positive aspects of the individual's thinking, behavior, and beliefs. The scale was formulated in the form of items based on an inventory of what is characterized by positive thoughts, beliefs, and behavioral practices, numbering (110) in its initial form. It was applied to a sample of university students from the University of Petroleum and Minerals in the Kingdom of Saudi Arabia, and through the students' responses, (49) items were deleted, so it became, in its final form, (71) items, each item consists of two phrases, one (a) is positive. and the other phrase (b) is negative, and these items are distributed according to (10) dimensions that refer to the distinguishing characteristics of those who are positive in behavior.

#### • The stability of the scale:

The scale compiler ensured the stability of its final form by re-applying it after (19) days on a sample of (150) students from the University of Petroleum and Minerals in the Kingdom of Saudi Arabia, their ages ranged between (19 to 29) years through the Spearman-Brown equation, the correlation coefficient between the scores of individuals in the two applications reached (0.93), which is a good coefficient indicating the scale stability at the significant level (0.01). (Ibrahim, 2008, p.5).

It also calculated the stability and validity of the scale on an Egyptian sample (Abdul-Mareed Qassem, 2009), where the stability of the scale was reached in two ways: the half-segmentation and the stability coefficient of alpha. It was (0.86), and it appeared that all the correlation coefficients between the items were statistically significant, as well as the intrinsic correlation between each item and the total score. (Qasim, 2006, p.706-710).

In the current study (2022) the stability was recalculated by using the re-application method on a sample of university students from women's faculty for literature, science, and education, consisting of (150) students, with an interval of two weeks between the

first application and the second application, and the Pearson correlation coefficient was calculated. The correlation coefficient is significant, its value is (0.82) and this supports the stability of the test for the application.

• **The validity of the scale:**

The validity of the scale was extracted by calculating the correlation between the scores of the sample on the scale of positive thinking aspects of personality and their scores on both the Beck depression scale and the psychopathological symptoms scale, and it was found that there is a negative correlation (-63.0) and significance at the significant level (0.01) which indicated the scale stability (Ibrahim, 2008, p.5).

It also calculated the stability and validity of the scale on an Egyptian sample (Abdul-Mareed Qassem, 2009), where the validity of the scale was calculated in several ways, including apparent validity, and factorial validity. Three factors were extracted from the factor analysis of the scale items: (Optimism, emotional control, and positive acceptance of differences with others (Qasim, 2006, pp.706-710).

In the current study (2022) the stability was recalculated by using the arbitrators' validity method. where the test was presented to ten arbitrators working in the field of educational psychology and psychometrics. Each of them was asked to specify: (a) whether the item belonged to the positive thinking aspects or not, and (b) the items' phrases being one positive and the other negative or not. The results showed that the percentage of arbitrators' agreement was more than 85%, which is enough percentage to assure its validity.

#### **7.4. Data analysis**

The researcher used the methods that are appropriate to the study sample and hypothesis. She used Means, standard deviations, and (T) test were extracted to analyze the study results.

### **8. Results and Discussion**

#### **8.1. Research results**

**8.1.1. Results of the first hypothesis:** There are no statistically significant differences between the average scores of the Egyptian and Saudi groups on the positive thinking aspects scale in its various dimensions (optimism, emotional control, love of learning, satisfaction, cognitive balance of health, tolerance for differences with others, acceptance of personal responsibility, self-acceptance, forgiveness and comfort, Social Intelligence). To verify the validity of this hypothesis, Means, standard deviations, and (T) test were calculated for the related groups of the sample, and Table No. (2) shows a summary of the differences between the two groups.

**Table 2** The mean and standard deviation of the total Egyptian group and the Saudi total group and (t) values of both genders on the positive thinking in personality aspects scale

Dimension	Egyptian group N=240		Saudi group N=240		T	Significance
	Mean	Deviation	Mean	Deviation		
<i>Optimism</i>	7.8	1.30	8.7	1.32	0.7	insignificant
<i>emotional control</i>	13.20	1.99	13.99	1.73	5.12	0.01
<i>love of learning</i>	7.22	2.35	7.26	2.14	0	insignificant
<i>Satisfaction</i>	6.77	0.91	6,45	1.30	0.4	insignificant
<i>Healthy cognitive balance</i>	5.97	1.34	6.1	1,16	0,03	Insignificant
<i>tolerance for differences with others</i>	22	1.31	23.7	3.40	9.6	0.01
<i>acceptance of personal responsibility</i>	6.5	0.98	6.4	1.22	1.66	insignificant
<i>self-acceptance</i>	15.7	2.17	16,5	2,23	-3.29	Insignificant
<i>forgiveness and comfort</i>	23.7	1.31	21	3.10	9.6	0.01
<i>Social Intelligence</i>	13.22	1,73	13,80	1.46	3.47	0.01

It is clear from Table No. (2) that there are no statistically significant differences between the total Saudi group (N=240) and the total Egyptian group (N=240) in six of the dimensions of the scale (optimism, love of learning, satisfaction, cognitive balance of health, acceptance of personal responsibility, and self-acceptance). However, there were statistically significant differences between the two groups in the remaining dimensions, where the difference was in favor of the Saudi group in three dimensions (emotional control, tolerance for differences with others, and social intelligence) while the difference was in favor of the Egyptian group and the total in (forgiveness and comfort) dimension.

**8.1.2. The results of the second hypothesis:** (There are no statistically significant differences between the mean scores of each group of Egyptian males and the group of Saudi males on the positive thinking aspects scale in its various dimensions (optimism - emotional control - love of learning - satisfaction, knowledge balance of health - tolerance).

To verify the validity of this hypothesis, verify the significance of the differences between the mean scores of each of the Egyptian male group and the Saudi male group,

and on the scale of the positive thinking in personality aspects, t-test was used for two groups, depending on the calculated (T) value and Table (3) shows the results of the (T) test.

**Table (3) The mean and standard deviation of the Egyptian and the Saudi male groups and (t) values and their statistical significance**

Dimension	Egyptian Male Group N=120		Saudi Male Group N=120		T	Significance
	Mean	Deviation	Mean	Deviation		
Optimism	6.87	0.90	6.43	1.32	0.4	Insignificant
Emotional Control	7	1.14	6.6	1.8	4.5	0.01
Love Of Learning	8.03	1.32	7.75	1.34	0	insignificant
Satisfaction	5.97	1.34	6	1,17	0.03	insignificant
Healthy Cognitive Balance	16.22	2.34	16.57	2.37	0.35	Insignificant
Tolerance For Differences With Others	10.5	2.4	13.9	1.96	3.4	0.01
Acceptance Of Personal Responsibility	16.66	2.07	16.7	2.10	0.11	insignificant
Unconditional Self-Acceptance	7.13	1.40	7.13	1.22	0.36	insignificant
Forgiveness And Comfort	7.4	2	7.7	1.5	0.07	insignificant
Social Intelligence	11.5	1.8	13.3	1.74	1.7	0.05

The differences between the Saudi male group and the Egyptian male group, as shown in Table (3), were statistically significant in three dimensions (emotional control, tolerance for differences with others, and Social Intelligence), where the difference in favor of the Saudi group of males is in (healthy cognitive balance) dimension, while the difference was in favor of the Egyptian group of males in the two dimensions (optimism, and love of learning). The researcher did not find statistically significant differences between the two groups in the rest dimensions (satisfaction, unconditional self-acceptance, forgiveness and comfort, and acceptance of personal responsibility).

**8.1.3. The results of the third hypothesis:** (There are no statistically significant differences between the mean scores of each group of Egyptian females and the group of Saudi females on the positive thinking aspects scale in its various dimensions (optimism - emotional control - love of learning - satisfaction, knowledge balance of health - tolerance).

To verify the validity of this hypothesis, verify the significance of the differences between the mean scores of each of the Egyptian female group and the Saudi female group, and on the scale of the positive thinking in personality aspects, t-test was used for two groups, depending on the calculated (T) value and Table (4) shows the results of the (T) test.

**Table 4 The mean and standard deviation of the Egyptian and the Saudi female groups and (t) values and their statistical significance**

Dimension	Egyptian Female Group N=120		Saudi Female Group N=120		T	Significance
	Mean	Deviation	Mean	Deviation		
Optimism	5.9	1.4	6.4	2.6	1.5	0.05
Emotional Control	14	2	14	2.1	0	Insignificant
Love Of Learning	15.41	2	5.22	2,14	0	Insignificant
Satisfaction	5.90	1.4	5.92	2.2	0.06	Insignificant
Healthy Cognitive Balance	8	1.18	7.12	1,22	4.6	0.01
Tolerance For Differences With Others	6.51	1	6.51	1.16	0.5	Insignificant
Acceptance Of Personal Responsibility	8	1.18	7.12	1.22	4.6	0.01
Unconditional Self-Acceptance	7.98	1.27	8	1.31	0.66	Insignificant
Forgiveness And Comfort	12.2	5.6	14,08	2.5	6.5	0.01
Social Intelligence	16	2.15	15.45	2.14	2.41	Insignificant

The differences between the Saudi female group and the Egyptian female group, as shown in Table (4), were statistically significant in four dimensions (optimism, healthy cognitive balance, acceptance of personal responsibility, and forgiveness and comfort), where the difference in favor of the Saudi group of females in (Unconditional self-acceptance) dimension. While the difference was in favor of the Egyptian group of females in two dimensions (love of learning, and social intelligence). The researcher did not find statistically significant differences between the two groups in the dimensions (emotional control, satisfaction, and tolerance for differences with others).

### 8.2. Discussion

The study results indicated that there are similar and different characteristics in the positive thinking aspects in each of the Egyptian and Saudi environments.

a- The study found that there were similarities between the two total groups in (optimism, love of learning, satisfaction, healthy cognitive balance, acceptance of personal responsibility, and self-acceptance) dimensions. These results can be explained as the following:

The absence of differences between the two groups, the Egyptian and the Saudi total in optimism can be explained by what was agreed upon by previous studies, including the study (Abdel Razek, 2005), which reached among its results the negative view of Arab females on life. In addition, this result can be explained by the deep feeling of sadness and pessimism among the features of the Arabian personality. This was indicated by previous studies, including, for example, the studies of (Suef, 1985) and (Khalifa and Jaballah, 1998).

As for the absence of significant differences between the total Egyptian sample and the total Saudi sample, the love of learning and knowledge should be almost an innate instinct in man due to its great importance in Learning can explain it. As for the absence of significant differences between the Egyptian and the Saudi total sample, , the love of learning and knowledge should be almost an innate instinct in man due to its great importance in personality and individual interactions. A sound perception of the reality in which the personality moves and interacts is an important element and a political dimension of its dimensions (Taha, 1995, p. 679). This result may be because the majority of the group members, whether Egyptian or Saudi, are university students of both genders, and they are, as Izak indicated, more emotional, active, and searching for new experiences (Kafafi et al., 2008, pg. 136).

While the absence of significant differences between the two groups in **Satisfaction** is due to the amount of pressure that the Arabian person is exposed to, satisfaction here means the individual's ability to adapt to problems that you are facing. Despite this, there is a previous study conducted by (Khalifa and Gaballah, 1998) confirmed that the Egyptian person is characterized by contentment, patience, and fatalism.

According to Healthy cognitive balance, the researcher may refer to the fact that the nature of Arabian society which still doesn't believe that mental illnesses are as real as organic diseases, looks to mental and physical diseases as part of health, as the soul and body are necessary for a healthy life; It is now safe for advanced societies to prioritize preventing or increasing mental illness by spreading health awareness about its causes and path among its members. They still interpret many diseases, especially psychological ones, in light of those myths and illusory legends.

The absence of significant differences between the total Egyptian group and the total Saudi group in acceptance of **personal responsibility, and self-acceptance**, the

researcher can explain this result by saying that human nature in different cultures seeks to be beautiful models that do not make excuses for others and have the courage that allows them to assume their responsibility without hesitation. The Positive Psychology movement and the supporters of the humanistic trend in psychology have referred to human nature and its goodness. A person is born with a resource and has the strength to direct, will, and responsibility for his actions, life, and the ability to achieve hope and happiness. (Seligman & Peterson, 2005, p. 603).

b- The study showed that the members of the total Saudi group were distinguished from the members of the total Egyptian group in (emotional control, and tolerance for differences with others, and Social Intelligence), and some studies concluded that as a result of the high rates of emotional tension and neuroticism among Egyptians from these studies, for example (Abu al-Nil 1982 and 1976), and (Al-Zahar, 1991).

The total Egyptian group was distinguished from the members of the total Saudi group in (forgiveness and comfort) because the Egyptian society with its cultural data qualifies the individual to act wisely and rationally in his social relations. (Khalifa and Gaballah) indicated in their study in (1998) that there is a consensus of various results from previous studies, including, for example, the study (Yassin 1986) and the study of Halim Barakat in 1991, that there are several features of the Egyptian personality that confirm its enjoyment from the rest Arab peoples with social intelligence from those features that distinguished the Egyptians by their sociability, perseverance, prudence, social courtesy, and appreciation of the importance of teamwork. Their study also concluded that kindness tolerance is one of the basic dimensions of the Egyptian personality, and their manifestations are obedience, conformity, softness, and simplicity in dealing (Khalifa and Gaballah, 1998, pp. 59).

c- The differences between the Egyptian male and female university students and the Saudi \male and female university students were shown previously, while the male and female Egyptian group were distinguished from the male and female Saudi group in the Love of learning dimension, perhaps it is because the Egyptian society is characterized by being more open to experience, confirmed by (Raad, 1998). Also, the nature of Egyptian society gives females freedom to acquire education and knowledge. On the other hand, Saudi society still gives females fewer opportunities to engage in cognitive activities away from compulsory education, such as being open to different and diverse experiences and taking trips to any place that allows them to learn opportunities by comparing them with males. (Ibrahim, 1997, p. 37).

As for the superiority of Egyptian males, it is because they are more emotional and active, and searching for new experiences, as Izak mentioned (Kafafi et al., 2008, p. 136).

## 9. Conclusion

The objectives of the current study were achieved by the ability to use positive thinking aspects to reveal the differences between a group of Egyptians and a group of Saudis in some aspects of positive thinking.

Most of the study results indicated that there are similar characteristics between the two groups in most aspects of the positive thinking, perhaps this indicates that the international differences in the aspects of positive thinking are small and almost unrelated to well-being and economic prosperity. Moreover, these results confirm the trend that the positive aspects of personality are a psychological and human context in which different cultures are similar.

The differences are because Cort Lewin pointed out that behavior is interpreted as a function of the personality's interaction with the environment, but that individuals may behave in a completely different way in similar environments or even in the same environment. p. 17).

In light of the study results, the researcher puts some recommendations, which are: Preparing courses at the time for the positive-thinking mobiles who are approaching the fourth, and providing them with methods of dealing based on acceptance, tolerance, and love.

Conducting more research within the framework of the existing cultural cooperation between Egyptian society and societies from different countries to identify the similarities and differences in personality between Egyptians and other citizens of countries.

Increasing psychological care, whether in schools and universities and paying attention to developing aspects of positive thinking in the Egyptian person in light of the cultural and social reality that Egyptians experience from life, psychological and economic pressures. Hope because society is full of daily frustrations in many aspects of life.

Spreading cultural and educational awareness among mothers and fathers and urging them to develop aspects of positive thinking about the personality of their children.

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