

# **The Effectiveness of a Training Program Based on Positive Psychology in Reducing Anger and Developing Positive Interactions with others among Kindergarten Children in Jerusalem**

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**Abstract:** The study aims to identify the effectiveness of a training program based on positive psychology in reducing anger and developing positive interactions with others among a sample of kindergarten children in Jerusalem, using a quasi-experimental approach. The study sample consists of 24 children who obtained a high level of anger and a low level in positive dealing with others, divided equally between the experimental and a control groups. A training program was applied on the experimental group, in 20 sessions, two sessions per week, each lasting 60 minutes. The results show that there are statistically significant differences between the experimental and control groups in the post-measurement of anger and positive dealings with others in favor of the experimental group, and between the pre- and post-measurements on the experimental group in favor of the post-measurement, while there are no differences between the post and the long-term measurement in the experimental group, which indicates the effectiveness of the training program and the continuity of this effect. Based on the results, the study recommends applying the training program to other communities, for similar or different guidance and training purposes.

**Keywords:** Positive psychology, anger, positive interactions with others, kindergarten children.

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## **1. INTRODUCTION**

Childhood represents one of the most important stages in a person's life, as it is when the skills needed in later stages of life are first acquired and developed. This is an essential need for the individual's growth, equipping them with the ability to control and shape their future by utilizing and developing the positive aspects of the child's personality. This allows the child to think constructively about the events around them, rely on themselves to make decisions, solve problems, and feel a sense of personal and social responsibility. It enables them to interact well with others, adapt properly in their community and with themselves, control their emotions, raise their internal motivation, and manage anger.

Anger is a natural emotion that accompanies individuals from birth, an automatic human feeling. It is not bad for a person to get angry; what is bad is becoming addicted to anger, even over trivial matters (Abu Al-Hajjaj, 2010). Anger typically leads to feelings of calmness and relief afterward because its main function is to preserve rights, increase awareness to remove obstacles, find solutions to challenges, defend oneself, and help achieve

goals easily and smoothly (Al-Tarawneh, 2007). Emotional and social adjustment are stronger indicators of future success than academic achievement. Furthermore, adjusting to others and effectively dealing with emotions are vital traits for positively navigating life's challenges (Marcus & Mattiko, 2009).

The ways of expressing anger differ. Some people express their anger through violence and aggression, which may cause harm to themselves or others, or by denying their anger and suppressing it, making them prone to depression and health complaints. Others may express their anger by isolating themselves and withdrawing from social interactions or resorting to negative responses. In contrast, some individuals use problem-solving techniques to express their anger. They express their feelings and emotions in appropriate, clear, and positive ways, achieving goals and strengthening social relationships (Al-Khawalda, 2017).

Despite the benefits of expressing anger for mental health, it must be reduced and controlled to avoid becoming destructive for the individual, leading to various problems in work, personal relationships, or in the quality and form of life. Failure to control anger causes a person to lose control over themselves and may drive them to violence against themselves and others, as well as destruction of things around them due to feelings of despair and frustration caused by stressful situations or circumstances beyond their control. This often occurs when the person bears too much responsibility, affecting their quality of life and interaction with others (Masoumian, 2021).

Although anger is a common experience, there is no official definition of anger disorder in the Diagnostic and Statistical Manual of Mental Disorders, and not all anger experiences are negative or abnormal. The negative consequences of anger depend on how often a person gets angry, how long it lasts, and the behaviors associated with anger, which determine whether anger itself is a problem (Plambeck, 2015).

Osama (2021) defines anger as a feeling, emotional, spontaneous reaction to a person's need, perceiving it as a threat, leading them to respond to it, or feeling embarrassed, insulted, despised, unappreciated, rejected, unloved, or unnecessary, or due to high expectations (desire) being unmet, resulting in the occurrence of the opposite of their expectations, evoked by the feelings and sensations of anger. Abu Dalbooh (2019) views anger as an emotional response triggered by situations of threat, aggression, suppression, insult, frustration, or disappointment. Anger is usually a personal emotion, meaning it tends to arise when harm is done to oneself, their property, or their family. The National Association of School Psychologists has recommended the importance of training children to control their emotions at an early age. Training programs should include age-appropriate goals, such as expressing anger appropriately rather than hitting or shouting, and thinking before acting (NASP, 2004).

Studies have shown that anger management training through various programs greatly contributes to reducing aggressive behaviors across different school groups, such as the study by (Al-Kahali and Al-Majali, 2020), which demonstrated that using anger management skills is effective in significantly controlling emotional reactions in children by balancing their feelings and emotions and managing them, rather than suppressing them. Anger management training for children, as indicated by (Hussein, 2007), aims to provide them with interactive skills and enable them to cope with stressful situations and respond to them in socially acceptable ways, instead of responding aggressively. Therefore, when children learn strategies to manage their anger in frustrating situations, it leads to a reduction in both anger and aggression.

The study aimed to design a training program based on positive psychology for reducing anger and developing positive interaction with others among kindergarten children, and to verify the effectiveness of a training program based on positive psychology in reducing anger and developing positive interaction with others among kindergarten children.

## **2. LITERATURE REVIEW**

It is important for an individual to know that there are always options when responding to these emotions. The more methods and skills they know to respond, the more stable their life becomes. Among the essential skills recommended to prevent problems like anger or violence are: self-awareness, which means recognizing and differentiating between emotions, understanding the relationship between thoughts, feelings, and responses, and identifying what drives decisions: thought or emotion, understanding the consequences of alternative

choices, and using this knowledge to make decisions. Moreover, the ability to manage emotional reactions skillfully when dealing with others is crucial (Goleman, 2000).

Dealing with others and social interaction are essential for building and managing social relationships and managing work relationships effectively. These skills enable children to improve their performance levels, as they cannot be ignored during childhood. They act as a safety net for children during their different stages of growth and contribute to forming their healthy behavior. Children acquire their human characteristics and learn the language of their people, their society's culture, values, traditions, and customs through socialization and interactive skills to form successful social relationships (Abd al-Aziz, 2020).

The ability to succeed in peer interactions, dealing with difficult emotions, and overcoming them during activities are vital social and behavioral skills that benefit all children. The best indicator of childhood adaptation is not just school grades or classroom behavior but the ability to harmonize with others when they reach adulthood (Marcus & Mattiko, 2009).

Skills related to social interaction and their characteristics have attracted significant attention in many studies, such as the study by Futamura & Shima (2019), and (Al-Aqla, 2018). They include patterns and methods of skills, as explained by Al-Dakheel (2014): methods of behaving appropriately in situations when interacting with others, such as communication skills, assertion, empathy, and solving environmental problems. These social skills are considered intelligence because they require the application of social knowledge. Although they emerge naturally as a result of what is called common sense, individuals are not aware of the small issues necessary for connecting with others. Therefore, recognizing and training in these skills is a personal necessity and a social need for both adults and children.

Childhood is the foundation of a person's character and life. It is one of the most important stages in life, the cornerstone of psychological, social, and future well-being. Children are the future of the nation and its beating heart; today's children are tomorrow's youth and men. Therefore, they must be cared for and nurtured in the best way, not only by the family and kindergarten but by society as a whole. This is the stage where children's abilities grow, their talents mature, and they become receptive to influence, guidance, and shaping (Al-Bakur, 2018).

At this stage, the child is flexible, susceptible to change and influence by others. While this stage is highly important, it is also influential. A child is the product of everything presented to them by parents, relatives, friends, culture, beliefs, kindergarten, and society's requirements and ongoing developments. Therefore, today's child must not be like the child of the past, so they can interact positively and form successful social relationships that allow them to develop skills for interactive initiative. This brings the child back to balance with themselves and others, leading them to a quality of life and expanding their horizons (Al-Anani, 2007).

To ensure the child's interaction is as positive as possible, researchers and scholars have focused on issues related to the success of this interaction, developing their skills and preparing the suitable conditions for them. Many researchers have started using specific methods and techniques, attempting to apply them in the form of guidance and training programs, so the child becomes capable of efficient interaction with the demands of the 21st century. Recently, positive psychology has become one of the most studied forms of counseling, showing its effectiveness in guidance and training programs for various groups and ages. Studies by (Al-Jundi, 2022) and (Al-Baz, 2021) highlighted the significant role of the results obtained, which had an impact on the groups to which positive psychology was applied. Many psychologists, including Jensen et al. (2004), have shown that positive psychology plays an active role in the educational process, encompassing all elements of the process, including students, teachers, administration, and the entire school.

Seligman and Csikszentmihaly (2000) define positive psychology as the science of positive subjective experiences, positive personal traits, and positive habits that lead to improved quality of life and disease prevention. The Center for Positive Psychology, as mentioned by Brzycki (2007), indicates that this science plays an active role in the educational process by studying the teacher and student situation, using modern methods such as subjective happiness, life satisfaction, and emotional balance, which help them adapt and adjust to themselves and others. It helps individuals and institutions discover their abilities and positive strengths, develop their self-competencies, and ultimately achieve self-actualization (Abdelkader, 2010). This is the

primary goal of positive psychology in studying and analyzing strengths and creativity, and the role of positive human characteristics in achieving and enhancing personal happiness in various daily activities (Atallah & Abdel-Samad, 2013). In addition to its active role in the educational process, it contributes to developing children's motivation, self-confidence, enhancing their positive, emotional, and creative aspects, and making them more optimistic, flexible, and hopeful for the future. This, in turn, positively affects the learning process, academic achievement, self-esteem, and positive interaction with others (Al-Azizi, 2019).

Accordingly, the variables of this study, namely anger and positive interaction with others, are concepts characterized by depth in the field of mental health. They are distinguished by their multiple dimensions and levels, and each one affects the other. Estrada-Fernandez et al. (2023) explored the impact of anger management and interactive skills in dealing with others on self-concept respect and self-control. The study involved 234 children, and the results showed a predictive relationship between children's anger regulation, a high self-concept, and the prevention of inappropriate behavior, which in turn leads to better psychological well-being in education for the upcoming years.

Motwali's (2024) study aimed to identify the effectiveness of a program based on cognitive-behavioral counseling in reducing indicators of intermittent emotional disturbance in a sample of kindergarten children using a quasi-experimental method. The results showed the effectiveness of the applied program in reducing emotional disturbance indicators in the sample.

Sabra's (2023) study aimed to reduce anger behavior and develop crisis management skills in kindergarten children in light of climate changes, using a quasi-experimental method. The study sample consisted of 70 kindergarten children, equally divided between the experimental and control groups. The results showed the effectiveness of the counseling program in reducing anger behavior and developing crisis management skills in kindergarten children.

Jad's (2023) study aimed to explore bullying behavior in kindergarten children through a program based on positive psychology techniques and the impact of reducing bullying behavior (negative emotions toward others, verbal and physical aggression). Using a quasi-experimental method on a sample of 30 children aged 5-6 years at the Religious Institute - Madinet Nasr in Cairo Governorate, equally divided between experimental and control groups, the results showed the effectiveness of the counseling program in reducing bullying and improving quality of life among children after exposure to the program.

Saidiya et al.'s (2023) study aimed to explore the effectiveness of a counseling program based on the self-theory in developing leadership behavior skills in a sample of 24 children from the primary education stage in Dhofar Governorate, Sultanate of Oman, aged 9-11 years, equally divided into two matched groups. The results showed the effectiveness of the self-theory-based counseling program in developing leadership behavior skills in students and the program's sustained impact.

Ahbab et al. (2022) conducted a study aimed at exploring the impact of play-based counseling focusing on children with anger issues. The study sample of 50 children was equally divided into experimental and control groups. The study's results indicated that play-based counseling focusing on the child can be an effective counseling option for children with anger and aggressive behaviors.

Wright et al. (2022) conducted a study to explore the effectiveness of a training counseling program based on Evidence-Based Practice (EBP) in reducing anger issues and enhancing mental health in early childhood children in three primary schools in Florida. The sample consisted of 26 children, equally divided between experimental and control groups. The results showed the effectiveness of the EBP-based training counseling program in reducing anger problems and enhancing mental health in children.

Abd al-Aziz (2020) conducted a study to explore the effectiveness of a proposed program based on role-playing in developing interactive initiative skills in kindergarten children in Daqahlia Governorate, Egypt, using an experimental method with a sample of 30 children, equally divided into experimental and control groups. The study results confirmed the effectiveness of the applied program in developing interactive initiative skills in children.

Ozbey and Koycegiz (2020) sought to explore the impact of a training program based on social skills (self-respect, problem-solving skills), using an experimental method on a sample of 16 children in pre-school, aged 48-60

months, in Ankara, Turkey. The results indicated a significant difference in favor of the post-test scores between the children's scores before and after the training program.

It is clear from the previous studies that there is a limited number of Arabic studies that have dealt with using techniques of positive psychology to reduce anger or improve positive interactions with others. There are also no studies, either Arabic or foreign, that have addressed these variables together. Hence, the current study stands out from previous studies as it has chosen a training program based on positive psychology to reduce anger and improve positive interaction with others among a specific group of Palestinian society—kindergarten children. This group has not been targeted by counseling, training, or developmental programs in such a comprehensive manner and with this number of variables combined, using the quasi-experimental method. The current study has benefited from previous studies in determining the appropriate design, implementing the program, forming the theoretical framework on reducing anger and improving positive interaction with others, the model of positive psychology, and setting the methodology of the current study and building its tools.

### **Problem of the Study**

The researchers, through their experience and observation in the field of general education and early childhood, noticed the limited use of kindergarten management in teaching children positive interaction skills with others, managing negative behaviors, and regulating their emotions. This highlights the need for training programs for kindergarten children to improve their interactions with others and reduce some behavioral problems, particularly anger. This is supported by the effectiveness of positive psychology, which has proven successful in similar programs for kindergarten children, such as the study by Jad (2023), which demonstrated the effectiveness of guidance programs in reducing aggression and improving quality of life in children. Abdul Rahman and Hassan (2003) pointed out that many children receiving negative feedback from their environment, such as peers, parents, and sometimes teachers, may develop poor interaction with others and behavioral problems. They may become discouraged, weak-willed, quick-tempered, more inclined to give up, and sometimes frustration and anger turn into a sense of hopelessness. These children may tend to have negative thoughts, which can have adverse effects on their personality and negatively impact their interactions with others. Therefore, the current study's problem is focused on testing the effectiveness of a training program based on positive psychology in reducing anger and developing positive interactions with others among kindergarten children as part of early intervention measures for this group. The problem of the study is reflected in the following main questions:

1. **The first question:** Is there a statistically significant difference between the mean scores of the experimental group and the control group on the scales of anger and positive interaction with others among kindergarten children attributable to the training program?
2. **The second question:** Is there a statistically significant difference between the mean scores of the experimental group on the scales of anger and positive interaction with others before and after the implementation of the training program?
3. **The third question:** Is there a statistically significant difference between the mean scores of the experimental group on the scales of anger and positive interaction with others in the pre-test and follow-up measures after 3 months of implementing the program?

### **Hypotheses of the Study**

The study sought to test the following null hypotheses:

1. **The first hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group and the control group on the anger reduction scale attributable to the training program.
2. **The second hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group in the pre-test and post-test on the anger scale attributable to the training program.

3. **The third hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group in the post-test and follow-up measures on the anger scale after 3 months of implementing the training program.
4. **The fourth hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group and the control group on the positive interaction with others scale attributable to the training program.
5. **The fifth hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group in the pre-test and post-test on the positive interaction with others scale attributable to the training program.
6. **The sixth hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group in the post-test and follow-up measures on the positive interaction with others scale after 3 months of implementing the training program.

### Importance of the Study

**Theoretical Importance:** This study responds to the recommendations of previous studies in the field, which called for the provision of guidance, training, and psychological services to help children cope with various psychological and behavioral variables, especially positive interaction with others and anger reduction, in order to assess their effectiveness and attempt to improve them.

**Practical Importance:** The importance of this study lies in providing a training program based on positive psychology. This program is expected to have significant applications in the areas of reducing anger and developing positive interactions with others, especially for kindergarten children. It focuses on promoting more positive behaviors and fewer negative behaviors, increasing success in forming friendships, enhancing the ability to manage peer conflicts, and handling negative emotions. It is a practical program based on the principles of positive psychology that helps parents and professionals support children in facing real-life challenges. This training program is also intended for future use by counselors and researchers, especially in the Palestinian environment, to achieve optimal mental health through reducing anger and developing positive interaction with others among kindergarten children in Jerusalem.

### Definitions of Study Variables

**Program Training:** The training program is defined as: "A set of organized procedures based on the foundations of counseling and its theories, including information, experiences, skills, and various activities provided to individuals within a specific time frame, aiming to help them acquire new behavioral patterns and skills that lead them to achieve psychological adjustment and overcome their problems" (Hussein, 2012: 283).

**Positive Psychology:** Gable and Haidt (2005: 104) define positive psychology as: "The scientific study of the conditions and processes that contribute to the flourishing and empowerment of individuals, groups, and institutions, enabling them to perform effectively or ideally. It involves studying the strengths of humans, the factors that prevent them from falling into psychological and behavioral disorders, and all individual, social, and community factors that make life worth living."

**Anger:** Kelly defines anger as: "A turbulent, raging emotion that distorts perception and disrupts organized thinking, impairing the will's control over actions. This leads to a loss of control and drives individuals to engage in primitive aggressive behaviors. It blinds the individual from seeing many facts and does not allow for calmness or the necessary contemplation to make sound decisions or respond to any challenging problems. It does not indicate normal behavior" (Al-Haddad, 2021: 154). Anger is operationally defined in this study as the score obtained by the participants on the anger scale developed for the purposes of the study.

**Positive Dealing:** Abdulaziz (2020: 202) defines positive dealing as: "The ability of an individual to interact with others by initiating contact to get to know them, offer help, or visit them. A socially skilled individual is one who always seeks others, opening the door for them to meet and form social relationships. This is achieved through emotional and social expression. Therefore, positive dealing skills are reflected in the ability to engage in positive dialogue, initiate active participation, cooperate, and interact with others." Positive dealing with others is



operationally defined in this study as the score obtained by the participants on the positive dealing scale developed for the purposes of the study.

**Kindergarten Children:** "These are children whose educational stage begins at ages three to six, during which they acquire knowledge, skills, values, and attitudes that may be scientific, religious, social, athletic, or motor, to achieve holistic development" (Al-Nufai, 2021: 317).

## 4. METHODS

### 3.1 Research Design

The study used a quasi-experimental design to investigate the effectiveness of a training program based on positive psychology in reducing anger and improving positive dealing among kindergarten children in Jerusalem. This design was chosen because of its suitability for achieving the study's objectives accurately and objectively.

### 3.2 Population and Sample

The study population consists of all kindergarten children in Jerusalem, aged between 4 and 6 years, for the academic year 2023-2024, totaling approximately 4375 children. The study's scales were applied to 66 kindergarten children from East Jerusalem's kindergartens, and an experimental sample of 24 children was selected, who scored the highest on the anger scale and the lowest on the positive dealing scale. These children were then divided equally into the experimental and control groups.

**Exploratory Sample:** To verify the psychometric properties of the study scales, an exploratory sample of 45 kindergarten children from Jerusalem was randomly selected, including children from outside the original sample.

### 3.3 Study Tools

**Anger Scale:** The scale was developed based on the "Anger Expression Scale for Children (AESC)," developed by Steele et al. (2008). The study also relied on the "Anger Expression Scale for Children in the Fourth and Fifth Grades," developed by Cumming et al. (2020), which is the same as the AESC but modified after translating its items into Arabic to suit the nature of the current sample.

#### Scale Validity

The initial version of the scale was presented to 16 experts with a PhD in counseling and psychology, working at Palestinian and Jordanian universities. The criterion for acceptance of each item was an agreement of 80%. Based on the experts' comments and suggestions, the proposed modifications were made, and some items were reworded.

**Construct Validity:** Construct validity was tested on an exploratory sample of 45 kindergarten children from Jerusalem, who were not part of the study's main sample. Pearson's correlation coefficient was used to calculate the correlation values of the items with the domain to which they belonged, the correlation of items with the total score of the scale, and the correlation values of each domain with the total score of the scale. The results showed that items 8, 9, and 11 had weak correlations that were not statistically significant, leading to their removal. The remaining items showed correlation values ranging from .31 to .92, which were statistically significant. According to Garcia (2011), these values were acceptable, thus the scale now includes 28 items.

**Reliability of the Anger Scale:** Cronbach's Alpha equation was used on the survey sample data after extracting the validity of (28) paragraphs, and Table (1) shows that:

**Table (1): Values of the Reliability Coefficient of the Anger Scale Using Cronbach's Alpha**

Cronbach's Alpha	Number of Items	Domain
.86	9	Anger Trait
.91	9	Expression of Anger
.81	4	Failure to Suppress Anger
.94	6	Failure to Control Anger
.94	28	Total Score

It is evident from Table (1) that the Cronbach's Alpha reliability coefficient values for the anger scale fields ranged between (.86 -.94), and the overall Cronbach's Alpha value for the scale was (.94); all these values are high, making the tool applicable to the original sample.

**Positive Dealing with Others Scale:** To achieve the desired goal of this study, and after reviewing the educational literature and previous studies on positive dealing with others, including studies such as Moland et al., (2023), Altman et al., (2020), and Shoshani and Slone (2017), a Positive Dealing with Others Scale was developed after translating its items into Arabic, based on these studies.

#### **Scale Validity:**

The scale, in its initial form, was presented to 16 experts with experience in counseling and psychology, holding Ph.D. degrees and working in Palestinian and Jordanian universities. The agreement criterion of 80% was adopted as the minimum for accepting an item. Based on the reviewers' observations and feedback, suggested modifications were made, and the wording of some items was adjusted.

**Construct Validity:** Pearson's Correlation Coefficient was used to extract the correlation values of the items with the domain they belong to, the correlation values of the items with the overall scale score, and the correlation values of each domain with the overall scale score. The results indicated that the correlation values of the items ranged between (.56 -.95), and all the correlation values were statistically significant and acceptable. Therefore, no item was removed from the scale.

**Reliability of the Positive Dealing with Others Scale:** Cronbach's Alpha was used on the exploratory sample data, and Table (2) illustrates this.

**Table (2): Values of the stability coefficient of the scale of positive interaction with others using Cronbach's alpha method**

Domain	Number of Items	Cronbach's Alpha
Positive Social Behavior	6	.89
Communication with Others	6	.93
Teamwork with Others	6	.91
Possessing a Different Perspective	6	.95
Building Friendships	6	.96
Overall Average	30	.98

It is evident from Table (2) that the Cronbach's Alpha reliability coefficient values for the Positive Dealing with Others scale fields ranged between (.89 -.96), and the overall Cronbach's Alpha value for the scale was (.98); all these values are high, making the tool applicable to the original sample.

#### **Correction of the Study Scales:**

1. **Anger Scale:** The Anger Scale was finalized with 28 items distributed across four fields after validity was extracted. All items represented the positive direction of anger, except for items: (3, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28), which represented the negative (reverse) direction of anger; their weights were reversed when scored.

2. **Positive Dealing with Others Scale:** The Positive Dealing with Others Scale was finalized with 30 items distributed across five fields after validity was extracted. All items represented the positive direction of positive dealing with others.

Respondents were asked to estimate their answers using a five-point Likert scale, with the weights for the items assigned as follows: Always (5), Often (4), Sometimes (3), Rarely (2), Never (1).

**Training Program:** The training program was developed to achieve the study's objectives by relying on techniques from positive psychology, which focuses on enhancing the positive aspects of human personality and their role in coping with stress and achieving happiness and well-being. The program aims to develop creative thinking, life satisfaction, optimism, gratitude, and positive mental health, along with flourishing in various life domains, focusing on human strengths and positive social relationships. It also aims to enhance



children's well-being by fostering self-compassion, positive self-talk, and building an influential and positive personality.

The training program consisted of 20 sessions, held twice a week, with each session lasting 60 minutes. Each session included a set of main and sub-goals, activities, and homework tasks based on positive psychology strategies and techniques. After the initial version of the program was developed, it was presented to a number of experts and specialists in the field of psychological and educational counseling to ensure the program's validity, its strategies and techniques, and its adaptation to the Palestinian environment and the study community before applying it to the participating students. This was done to assess the effectiveness of a training program based on positive psychology in reducing anger and developing positive dealing with others among kindergarten children in Jerusalem. Below is a brief summary of the training session goals:

1. Introduction and trust-building, clarification of program goals and instructions.
2. Enhancing self-talk, self-esteem, and developing a sense of worthiness.
3. Developing social relationships, accepting differences, and expressing emotions.
4. Cultivating optimism and happiness through Seligman's model and enhancing strengths.
5. Building positive relationships, empathy, and negotiating with others.
6. Enhancing gratitude, recognizing blessings, and sharing positive emotions.
7. Instilling moral and religious values, practicing kindness, and promoting tolerance.
8. Regulating emotions and controlling anger to achieve emotional stability.
9. Learning problem-solving skills and positive communication with peers.
10. Enhancing happiness, accomplishment, and belonging using Seligman's PERMA model.
11. Concluding the program with participant evaluation, gratitude, and agreement on follow-up.

**Study Design and Variables:** The study employed a quasi-experimental design based on non-equivalent experimental and control groups, with pre, post, and follow-up measurements after three months. The following measurements were conducted for the study groups, and the study design can be expressed through Table (3):

**Table (3): Study Design**

Group	treatment				
	Pre-test (O)	Training	Program (X)	Post-test (O)	Follow-up (O)
E	O		X	O	O
C	O		–	O	–

Where: E) Experimental group, C) Control group, O) Measurement (pre-test, post-test, follow-up), X) Treatment, (-) No treatment.

Study Variables: First - Independent Variable (Treatment): Training Program. Second - Dependent Variable (Outcome): A) Anger. B) Positive Interaction with Others Scale.

#### 4. RESULTS AND DISCUSSION

To verify the equivalence of the groups, the means and standard deviations of the study participants' responses on the scales of Anger and Positive Interaction with Others in the pre-test were extracted, according to the group variable (Experimental, Control). An independent samples t-test was used, and the results indicated no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the means of the pre-test on the Anger and Positive Interaction with Others scales, based on the group variable (Experimental, Control), indicating group equivalence.

**Results related to Hypothesis One:** There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the means of the experimental group and the control group on the Anger scale after applying the training program. The means and standard deviations of the study participants' scores on the Anger scale in the post-test were calculated, and the results in Table (4) show this:

**Table (4): Means and standard deviations of the scores of the experimental and control groups on the Anger scale in the post-test**

Group	Number	Post-test	
		Mean	Standard Deviation
Experimental	12	2.60	0.255
Control	12	3.50	0.221

It is clear from Table (4) that there are apparent differences between the mean performance of the two groups: experimental and control on the Anger scale in the post-test; the mean performance of the experimental group in the post-test was (2.60), while the mean performance of the control group was (3.50), indicating differences between the two means. To verify the significance of this apparent difference, a covariance analysis (ANCOVA) was used for the post-test on the Anger scale among preschool children in Jerusalem, according to the group, after controlling for the pre-test effect, as shown in Table (5):

**Table (5): Covariance analysis of the post-test on the Anger scale among preschool children in Jerusalem, according to the group, after controlling for the pre-test effect**

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F Value	Significance Value	$\eta^2$
Pre-test (paired)	0.004	1	0.004	0.062	.805	.003
Group	4.599	1	4.599	<b>77.215</b>	<b>.000*</b>	<b>.786</b>
Error	1.251	21	0.060			

*Statistically significant at the significance level (  $p < .05$  ).*

It is clear from Table (5) that there are statistically significant differences at the significance level ( $\alpha \leq .05$ ) attributed to the group; the calculated F value was (77.215), with statistical significance ( $< .001$ ), and the effect size of the training program was (.786). To determine which group the differences favor, the adjusted means of the post-test on the Anger scale among preschool children in Jerusalem were calculated according to the group and their standard errors, as shown in Table (6).

**Table (6): Adjusted means of the post-test on the Anger scale among preschool children in Jerusalem according to the group and their standard errors**

Group	Adjusted Mean	Standard Error
Experimental	2.60	0.071
Control	3.49	0.071

It can be observed from Table (6) that the adjusted mean for the experimental group, which used the applied training program to reduce anger among preschool children in Jerusalem, was the lowest, at (2.60), while the mean for the control group was (3.49). This indicates that the difference favored the experimental group, according to the study's objectives; in other words, the applied training program was effective in reducing anger among preschool children in Jerusalem. The means and standard deviations of the post-test on the anger subscales among preschool children in Jerusalem, according to the group (Experimental, Control), were also calculated, as shown in Table (7).

**Table (7): Means and standard deviations of the post-test on the anger subscales among preschool children in Jerusalem according to the group.**

Dimensions	Group	Num ber	Post-test	
			Mean	Standard Deviation
Anger Trait	Experimental	12	2.56	0.340
	Control	12	3.70	0.208
Expression of Anger	Experimental	12	2.39	0.378
	Control	12	3.35	0.354
Anger Suppression	Experimental	12	2.75	0.302
	Control	12	3.19	0.322
Anger Control	Experimental	12	2.85	0.372
	Control	12	3.61	0.543

It can be observed from Table (7) that there are apparent differences between the means of the post-test on the anger subscales. To verify the significance of these differences, a multivariate analysis of covariance (MANCOVA) was conducted after ensuring that its assumptions were met. Bartlett's test of sphericity showed ( $64.020=\chi^2$ ) at a significance level ( $P < .001$ ), and the assumption of linearity was confirmed. Box's M test ( $F = 1.680$ ,  $P = .080$ ) showed that the assumption of homogeneity of variance was met, confirming the fulfillment of the required assumptions for the analysis. The results of the multivariate analysis of covariance are shown in Table (8):

**Table (8): Multivariate analysis of covariance (MANCOVA) on the effect of the group on the anger subscales among preschool children in Jerusalem after controlling for the pre-test effect.**

Dependent Variable (Anger Trait)	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	Calculated F Value	Significance Value	$\eta^2$
Anger Trait (Accompanying)	Anger Trait	0.020	1	0.020	0.229	.638	.013
Expression of Anger (Accompanying)	Expression of Anger	0.000	1	0.000	0.000	.999	.000
Suppression of Anger (Accompanying)	Suppression of Anger	0.076	1	0.076	0.829	.375	.044
Lack of Anger Control (Accompanying)	Lack of Anger Control	0.348	1	0.348	1.577	.225	.081
Group Hotelling's Trace )48.867 = (F P = .000 929. = $\eta^2$	Anger Trait	7.094	1	7.094	<b>81.337</b>	<b>.000*</b>	<b>.819</b>
	Expression of Anger	4.792	1	4.792	<b>29.590</b>	<b>.000*</b>	<b>.622</b>
	Suppression of Anger	0.987	1	0.987	<b>10.806</b>	<b>.004*</b>	<b>.375</b>
	Lack of Anger Control	3.796	1	3.796	<b>17.183</b>	<b>.001*</b>	<b>.488</b>
Error	Anger Trait	1.570	18	0.087			
	Expression of Anger	2.915	18	0.162			

<b>Suppression of Anger</b>	1.645	18	0.091
<b>Lack of Anger Control</b>	3.976	18	0.221

*Statistically significant at the significance level ( $p < .05$ ).*

It is clear from Table (8) that there are statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the means of the post-test on the anger subscales among preschool children in Jerusalem according to the group. To determine the substantial difference between the two groups, the adjusted means of the post-test on the anger subscales among preschool children in Jerusalem, according to the group and their standard errors, were calculated, as shown in Table (9).

**Table (9): Adjusted means of the post-test on the anger subscales among preschool children in Jerusalem according to the group**

<b>Dependent Variable</b>	<b>Group</b>	<b>Adjusted Mean</b>	<b>Standard Error</b>
<b>Anger Trait Expression of Anger</b>	<b>Experimental</b>	2.56	0.088
	<b>Control</b>	3.71	0.088
<b>Suppression of Anger</b>	<b>Experimental</b>	2.40	0.120
	<b>Control</b>	3.34	0.120
<b>Anger Trait Expression of Anger</b>	<b>Experimental</b>	2.75	0.090
	<b>Control</b>	3.18	0.090
<b>Suppression of Anger</b>	<b>Experimental</b>	2.81	0.140
	<b>Control</b>	3.65	0.140

The results from Table (9) indicate that the significant differences between the adjusted mean scores for the post-test measurements of the anger scale dimensions in kindergarten children in Jerusalem, according to the study's objectives, were in favor of the experimental group who underwent the training program compared to the control group who did not receive the training program. This suggests the effectiveness of the training program in reducing anger among kindergarten children in Jerusalem, with the effect size of the training program in reducing anger being (.786).

This result is consistent with the studies of Metwally (2024), Sabra (2023), Ahbab et al. (2022), and Wright et al. (2022), all of which highlighted the effectiveness of counseling and training programs in reducing anger in children. This result can be attributed to the inclusion of positive psychology techniques in the training program, and the careful application of these techniques during its implementation. The program aimed to develop anger control and emotional release techniques, enhance children's self-awareness of their emotions and those of others, and teach them how to handle and manage emotions, especially negative ones. The goal was to equip children with the skills to identify, express, and control emotions.

Additionally, the techniques of life satisfaction and optimism focused on strengthening the child's positive qualities, enhancing amendable human strengths, and fostering harmony in the ability to interact socially, helping children feel happy with themselves and others, accept individual differences positively, and develop self-satisfaction and self-esteem in light of their emotions and their ability to interact with their environment. This resulted in a state of life satisfaction in their behaviors, which showed acceptance of themselves, satisfaction with their personal lives and lifestyles, good mental health, and interaction with peers and those around them.

The relaxation technique played a significant role in calming the child and controlling their emotions when confronted with anger-inducing situations. This helped reduce levels of angry moods and control negative emotions such as hypersensitivity, irritability, and overstimulation, which positively impacted their social performance and impulsive behavior. The modeling technique helped children develop behaviors such as

forgiveness and tolerance, showing mercy when possible for others' mistakes and not focusing on their faults. This was achieved through storytelling and examples of role models, like Prophet Muhammad, who never sought revenge or compensation but forgave and pardoned.

The activities in the training sessions were precise and varied, with the program including a range of age-appropriate activities for children, such as group games like Space Game, Guardian, Scream, Shrinking Paper, Assert Yourself, and others. This is consistent with the study of Ahbab et al. (2022). Other activities included storytelling, such as stories of twins, the bridge, fights, and the worm crossing, in line with the study of Abdel Aziz et al. (2020). The program also included role-playing activities, such as "Who Are You?", Optimist vs. Pessimist, Emotion, Role Models, and others.

It was observed during the program implementation that kindergarten children were eager to engage and highly motivated to reduce anger and decrease negative behaviors during angry moments. The program's sessions followed a logical sequence according to the objectives and techniques of each session, ensuring that each session built upon the previous one, contributing to the overall reduction in anger. The sessions aimed to raise children's awareness of how to adapt to their environment and helped them adjust thoughts and behaviors that hinder their cognitive, emotional, and social development. This enabled children to understand the connection between events, emotions, and logical thoughts related to those events, making them more independent in managing their emotions and behavior. This, in turn, led to improved overall behavior, with the children acquiring positive psychology techniques that contributed significantly to reducing their anger levels.

Results related to the second hypothesis: There were no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the pre- and post-test mean scores for the experimental group on the anger scale due to the training program. The mean scores and standard deviations of the experimental group's performance on the pre- and post-test were calculated, and a Paired Sample t-test was used to test the effectiveness of the training program in reducing anger in kindergarten children in Jerusalem. Table (10) shows the results.

**Table (10): Results of the Paired Sample t-test for differences between the pre- and post-tests of the anger scale for the experimental group**

Variables	Measure ment	N	Mean	Standar d Deviation	Degre es of Freed om	t-value	Significan ce Value
<b>Anger Trait</b>	Pretest	12	3.80	0.456	11	6.221	.000*
	Posttest	12	2.56	0.340			
<b>Expression of Anger</b>	Pretest	12	3.68	0.563	11	5.691	.000*
	Posttest	12	2.39	0.378			
<b>Suppression of Anger</b>	Pretest	12	3.67	0.685	11	4.041	.002*
	Posttest	12	2.75	0.302			
<b>Lack of Anger Control</b>	Pretest	12	3.82	0.529	11	4.564	.001*
	Posttest	12	2.85	0.372			
<b>Total Anger</b>	Pretest	12	3.74	0.315	11	<b>7.614</b>	<b>.000*</b>
	Posttest	12	2.60	0.255			

*Statistically significant at the significance level (  $p < .05$  )*

It is evident from Table (10) that the calculated significance level for the anger scale and its subscales was lower than the predetermined significance level for the study ( $\alpha \leq .05$ ), indicating significant differences in anger between the pre-test and post-test measurements for the study participants. It is observed that the mean score for the experimental group on the total scale in the pre-test was 3.74, and in the post-test, it was 2.60. This indicates the effectiveness of the applied program in reducing anger among preschool children in Jerusalem. This confirms the effectiveness of the group training program, its components, and its counseling sessions in addressing anger in the experimental group, as well as the effectiveness of the children's group itself and their response to the training program. Robert et al. (2017) confirmed the effectiveness of group counseling in

addressing many issues, as it offers many advantages that allow individuals to interact and communicate with each other. Additionally, the group counseling setting enables participants to gain a variety of experiences and share those experiences and situations, leading individuals to a state of self-awareness, helping them evaluate their behavior, and thus reducing shared problems within the experimental group.

Moreover, participation in group experiences and dialogue, by sharing ideas with others, accepting criticism, and adhering to the rules and instructions during the sessions, strengthens the supportive atmosphere and positive relationships within the group. This, in turn, helps them interact positively with their peers, express themselves and their needs, understand their viewpoints, and empathize with others. Consequently, they are able to control their emotions during moments of anger, which helps them acquire social experiences directly related to their needs, desires, and motivations, which children may find difficult to express verbally during their conversations with the researcher.

Results related to the third hypothesis: There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group on the anger scale in the post-test and follow-up after three months. The means and standard deviations of the performance of the experimental group on the post-test and follow-up measurements were calculated, and a Paired Sample t-test was used to detect the differences between the post-test and follow-up measurements for the anger scale subscales and the overall mean among preschool children in Jerusalem. The results in Table (11) illustrate this:

**Table (11): Results of the Paired Sample t-test to detect differences between the post-test and follow-up measurements for the anger subscales and overall mean for preschool children in Jerusalem**

Filed	Group	N	Mean	Standard Deviation	t-value	Significance Value
<b>Anger Trait</b>	<b>Posttest</b>	12	2.56	0.340	0.000	1.000
	<b>Follow-up</b>	12	2.56	0.330		
<b>Expression of Anger</b>	<b>Posttest</b>	12	2.39	0.378	1.685	.120
	<b>Follow-up</b>	12	2.31	0.338		
<b>Suppression of Anger</b>	<b>Posttest</b>	12	2.75	0.302	-1.483	.166
	<b>Follow-up</b>	12	2.79	0.317		
<b>Lack of Anger Control</b>	<b>Posttest</b>	12	2.85	0.372	3.447	.005*
	<b>Follow-up</b>	12	2.72	0.336		
<b>Total Anger</b>	<b>Posttest</b>	12	<b>2.60</b>	0.255	<b>2.702</b>	<b>.021*</b>
	<b>Follow-up</b>	12	<b>2.55</b>	0.238		

*\*Significant at the 0.05 level ( $p < 0.05$ )*

It appears from Table (11) that there are statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the post-test and follow-up measurements for the experimental group. The mean score for the post-test was 3.60, while the mean score for the follow-up measurement was 2.55. This indicates the continued effectiveness of the training program in reducing anger among preschool children in Jerusalem, meaning that the improvement observed in the experimental group persisted after the follow-up period. This result confirms the effectiveness of the training program in maintaining the experience the experimental group gained in the training sessions and transferring it to their daily lives in similar situations they encounter. The examples and meaningful situations presented in the training program included many techniques based on positive psychology that helped reduce anger. Additionally, the specialized training that the experimental group received over 20 training sessions, which included activities and exercises, as well as the focus on homework assignments that contributed to transferring what they learned during the training sessions to the natural environment, enhanced their experience and skills in reducing anger and managing anger situations, helping them to maintain the experience gained and apply it to real-life situations.

Homework assignments and tasks that required children to practice new skills outside the sessions had a clear impact on reinforcing the concepts learned in the counseling and training sessions, transferring new experiences to their homes and daily interactions, and applying them in the face of situations and events they may encounter



in their everyday lives. This led to improvement and the continuation of this improvement, helping them achieve optimal levels of mental health and anger reduction.

Results related to the fourth hypothesis: There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group and the control group on the scale of positive interaction with others after the application of the training program. The means and standard deviations of the study participants' scores on the scale of positive interaction with others in the post-test are presented in Table (12):

**Table (12): Means and standard deviations of the experimental and control groups' scores on the positive interaction scale in the post-test**

Group	N	Posttest-test	
		Mean	Standard Error
Experimental	12	3.53	0.139
Control	12	2.49	0.209

It is evident from Table (12) that there are apparent differences between the mean scores of the experimental and control groups on the positive interaction scale in the post-test. The mean score for the experimental group in the post-test was 3.53, while the mean score for the control group was 2.49. This indicates differences between the two means. To determine the significance of the apparent difference, Analysis of Covariance (ANCOVA) was used for the post-test of the positive interaction scale, controlling for the pre-test effect, as shown in Table (13):

**Table (13): Analysis of Covariance for the post-test of the positive interaction scale for preschool children in Jerusalem, controlling for the pre-test effect**

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F Value	Significance Value	$\eta^2$
Pre-test (paired)	0.231	1	0.231	10.535	.004	.334
Group	6.050	1	6.050	<b>275.306</b>	<b>.000</b>	<b>.929</b>
Error	0.461	21	0.022			

*\*Significant at the 0.05 level ( $p < 0.05$ )*

It is evident from Table (13) that there are statistically significant differences at the significance level ( $\alpha \leq .05$ ) attributed to the group, as the calculated F-value is (275.306), with a statistical significance of (.000.), and the effect size of the training program is (0.929). To determine which group the differences favor, the adjusted mean scores for the post-test on the Positive Interaction Scale for Kindergarten Children in Jerusalem were calculated according to the group and their standard errors, as shown in Table (14).

**Table (14): Adjusted mean scores for the post-test on the Positive Interaction Scale for Kindergarten Children in Jerusalem by group and their standard errors**

Group	Adjusted Mean	Standard Error
Experimental	3.52	.043
Control	2.51	.043

It can be observed from Table (14) that the adjusted mean score for the experimental group, which used the applied training program to develop positive interaction with others among kindergarten children, was the highest, with a value of (3.52), while for the control group it was (2.51). This indicates that the difference favored the experimental group, meaning that the applied training program was effective in developing positive interaction with others among kindergarten children, noting that the effect size of the training program was (0.929).

Additionally, the adjusted means and standard deviations for the post-test on the dimensions of positive interaction with others among kindergarten children in Jerusalem were calculated by group (experimental and control), as shown in Table (15).

**Table (15): Adjusted means and standard deviations for the post-test on the dimensions of positive interaction with others among kindergarten children in Jerusalem by group**

Dimensions	Group	N	Post-test	
			Mean	Mean
Positive Social Behavior	Experimental	12	3.68	0.230
	Control	12	2.54	0.327
Communication with Others	Experimental	12	3.32	0.241
	Control	12	2.17	0.213
Teamwork with Others	Experimental	12	3.63	0.190
	Control	12	2.74	0.241
Having a Different Perspective	Experimental	12	3.31	0.354
	Control	12	2.28	0.296
Building Friendships	Experimental	12	3.74	0.181
	Control	12	2.75	0.441

It can be observed from Table (15) that there are apparent differences between the adjusted mean scores for the post-test on the dimensions of positive interaction with others. To verify the significance of these differences, a Multivariate Analysis of Covariance (MANCOVA) was conducted after ensuring the assumptions were met. Bartlett's test for sphericity revealed a  $\chi^2$  value of (126.003), with a significance level of ( $P < .001$ ), and the assumption of no multicollinearity was confirmed. Box's M test showed ( $F = 1.783$ ,  $P = .032$ ), confirming the assumption of variance homogeneity, thereby ensuring that the necessary assumptions for the analysis were met. Table (16) presents the results of the MANCOVA.

**Table (16): Multivariate Analysis of Covariance (MANCOVA) for the effect of the group on the dimensions of the Positive Interaction Scale for Kindergarten Children in Jerusalem after controlling for pre-test effects**

Dependent Variable (Anger Trait)	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	Calculated F Value	Significance Value	$\eta^2$
Positive Social Behavior (Accompanying)	Positive Social Behavior	0.464	1	0.464	8.062	.011	.322
Communication with Others (Accompanying)	Communication with Others	0.048	1	0.048	1.453	.245	.079
Teamwork with Others (Accompanying)	Teamwork with Others	0.139	1	0.139	7.084	.016	.294
Having a Different Perspective (Accompanying)	Having a Different Perspective	0.215	1	0.215	2.338	.145	.121
Building Friendships (Accompanying)	Building Friendships	0.819	1	0.819	8.920	.008	.344
<b>Group</b>	Positive Social Behavior	5.678	1	5.678	<b>98.723</b>	<b>.000*</b>	<b>.853</b>
<b>Hotelling's Trace</b>	Communication with Others	6.409	1	6.409	<b>195.445</b>	<b>.000*</b>	<b>.920</b>
<b>(68.728 = (F</b>							
<b>P = .000</b>							

<b>= .964<math>\eta^2</math></b>	Teamwork with Others	3.910	1	3.910	<b>199.445</b>	<b>.000*</b>	<b>.921</b>
	Having a Different Perspective	4.540	1	4.540	<b>60.008</b>	<b>.000*</b>	<b>.779</b>
	Building Friendships	5.504	1	5.504	<b>59.920</b>	<b>.000*</b>	<b>.779</b>
<b>Error</b>	Positive Social Behavior	0.978	17	0.058			
	Communication with Others	0.557	17	0.033			
	Teamwork with Others	0.333	17	0.020			
	Having a Different Perspective	1.286	17	0.076			
	Building Friendships	1.562	17	0.092			

\*Statistically significant at the level of (\*p < .05)

It is evident from Table (16) that there are statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the adjusted mean scores for the post-test on the dimensions of the Positive Interaction Scale for Kindergarten Children in Jerusalem by group. To determine which group the significant differences favored, the adjusted mean scores for the dimensions of positive interaction with others among kindergarten children in Jerusalem were calculated according to the group and their standard errors, as shown in Table (17).

**Table (17): Adjusted mean scores for the post-test on the dimensions of positive interaction with others among kindergarten children in Jerusalem by group**

Dependent Variable		Group	Adjusted Mean	Standard Error
Positive Social Behavior	Experimental	3.64	0.072	
	Control	2.59	0.072	
Communication with Others	Experimental	3.30	0.054	
	Control	2.19	0.054	
Teamwork with Others	Experimental	3.62	0.042	
	Control	2.75	0.042	
Having a Different Perspective	Experimental	3.26	0.083	
	Control	2.32	0.083	
Building Friendships	Experimental	3.76	0.091	
	Control	2.73	0.091	

From Table (17), it is clear that the significant differences between the adjusted mean scores for the post-test on the dimensions of positive interaction with others favored the experimental group, which underwent the training program, compared to the control group that did not receive the training program. This indicates the effectiveness of the training program in developing positive interaction with others among kindergarten children in Jerusalem. This result is consistent with the studies of Jadd (2023), Saidiya et al. (2023), Abdul Aziz et al. (2020), and Ozbey & Koycegiz (2020), all of which indicated the effectiveness of counseling and training programs in improving positive interaction with others.

It can be said that the applied training program, with its inclusion of positive psychology techniques, and the researcher's focus on training the children to use these techniques to achieve the objectives of the program, such as positive self-talk, life satisfaction, optimism, empathy with others, expressing emotions, gratitude, active

listening, practicing visualization, problem-solving, decision-making, emotional release, anger control, effective communication, and interaction with others, all had a clear impact on improving positive interaction with others among the experimental group.

For example, the problem-solving technique was effective in helping the kindergarten children solve their problems in a group and effective manner, based on a professional counseling philosophy that includes strong participation from all group members, shared problem-solving, and a sense of trust and safety, which aligns with the study of Ozbey & Koycegiz (2020). Additionally, the program provided the participating children with the ability to develop leadership behavior skills, such as responsibility, planning, teamwork, and decision-making skills, in expressing their thoughts and feelings freely and comfortably, in an environment of respect, trust, and safety. This helps the child express themselves, supporting their self-confidence and enhancing their psychological and social adjustment, which aligns with the study of Saidiya et al. (2023).

**Results related to the fifth hypothesis:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the mean scores of the experimental group members on the pre-test and post-test on the Positive Interaction Scale attributed to the training program. The adjusted means and standard deviations for the experimental group's performance on the pre-test and post-test were calculated, and a Paired Sample t-test was used to examine the effectiveness of the training program in developing positive interaction with others among kindergarten children in Jerusalem. Table (18) presents these results.

**Table (18): Results of the Paired Sample t-test to examine the differences between the pre-test and post-test applications of the Positive Interaction Scale for members of the experimental group**

Variables		Measurement	N	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance Value
Positive Social Behavior		Pretest	12	2.74	0.539	11	-6.691	.000*
		Posttest	12	3.68	0.230			
Communication with Others		Pretest	12	2.57	0.694	11	-3.864	.003*
		Posttest	12	3.32	0.241			
Teamwork with Others		Pretest	12	2.82	0.645	11	-5.076	.000*
		Posttest	12	3.63	0.190			
Having a Different Perspective		Pretest	12	2.28	0.566	11	-6.588	.000*
		Posttest	12	3.31	0.354			
Building Friendships		Pretest	12	2.81	0.471	11	-6.037	.000*
		Posttest	12	3.74	0.181			
Positive Interaction with Others as a Whole		Pretest	12	2.64	0.491	11	-6.879	.000*
		Posttest	12	3.53	0.139			

\*\* Statistically Significant at the Significance Level ( $p < .05$ )

It is evident from Table (18) that the calculated significance level on the Positive Interaction with Others scale and its domains was less than the significance level set for the study ( $\alpha \leq .05$ ), thus indicating the presence of differences in the positive interaction with others among the study participants between the pre- and post-measurements. It is noted that the average performance of the experimental group on the total score in the pre-measurement was (2.64), and in the post-measurement it was (3.53). This indicates that the differences favored the experimental group, and consequently, the effectiveness of the implemented program in improving positive interaction with others among preschool children in Jerusalem. This confirms the effectiveness of the training program, its components, and its training sessions in enhancing positive interaction with others among the children and their response to the training program.

A noticeable and clear change in children's behavior was observed from one session to another, through the cooperation and interaction of children with each other in various activities, their ability to control negative emotions, and their proper interaction in different situations, whether during group play activities, drawing, storytelling, discussion, or through techniques that teach positive self-talk, empathy, active listening, imagination practice, optimism, and life satisfaction. These had a major role in improving positive interaction with others. The number of sessions and their distribution also played a role in improving positive interaction with others, as the program sessions were distributed twice a week, which helped give children a greater opportunity to acquire desired behaviors, apply them, stabilize them, and reinforce them. It also provided the counselor with more opportunities for intervention and behavior management. Additionally, the presence of children collectively in the program sessions helped create an atmosphere of cooperation, friendliness, warmth, interaction, dialogue, and the learning of the required behaviors more quickly. Moreover, the foundation of the program, based on positive psychology techniques used in the training program, such as positive self-talk, life satisfaction, optimism, problem-solving, empathy, expressing emotions, gratitude, active listening, imagination practice, decision-making, effective communication, and interaction with others, had a significant impact on achieving the training program's objectives.

**Results Related to Hypothesis 6:** There are no statistically significant differences at the significance level ( $\alpha \leq .05$ ) between the average scores of the experimental group members in the post-test and follow-up on the Positive Interaction with Others scale attributable to the training program.

The means and standard deviations of the experimental group members' performance in the post-test and follow-up test were calculated, and the Paired Sample t-test was used to examine the effectiveness of the training program in improving positive interaction with others among preschool children in Jerusalem. Table (19) shows the results:

**Table (19): Results of the Paired Sample t-test to examine the differences between the post-test and follow-up tests on the Positive Interaction with Others scale for the experimental group members**

Variables	Measurement	N	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance Value
<b>Positive Social Behavior</b>	Posttest	12	3.68	0.230	11	-3.023	.012*
	Follow-up	12	3.78	0.205			
<b>Communication with Others</b>	Posttest	12	3.32	0.241	11	-0.804	.438
	Follow-up	12	3.35	0.261			
<b>Teamwork with Others</b>	Posttest	12	3.63	0.190	11	-3.317	.007*
	Follow-up	12	3.71	0.190			
<b>Having a Different Perspective</b>	Posttest	12	3.31	0.354	11	-1.820	.096
	Follow-up	12	3.38	0.285			
<b>Building Friendships</b>	Posttest	12	3.74	0.181	11	-1.773	.104
	Follow-up	12	3.79	0.144			
	Posttest	12	3.53	0.139	11	<b>-4.506</b>	<b>.001*</b>

<b>Positive Interaction with Others as a Whole</b>	Follow-up	12	3.60	0.109
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**\*\* Statistically Significant at the Significance Level ( $p < .05$ )**

It is evident from Table (19) that the calculated significance level on the Positive Interaction with Others scale and its domains was less than the significance level set for the study ( $\alpha \leq .05$ ), thus indicating the presence of differences in positive interaction with others among the study participants between the post-test and follow-up measurements. It is noted that the average performance of the experimental group on the total score in the post-test was (3.53), and in the follow-up test it was (3.60). This indicates the continued effectiveness of the training program in improving positive interaction with others among preschool children in Jerusalem. In other words, the improvement the experimental group received continued after the follow-up period.

The homework assignments and assigning children tasks and practicing new skills outside the sessions had a clear impact in consolidating the concepts learned in the training sessions, transferring new experiences to the home and daily interactions, and applying them in facing situations and events they may encounter in their daily lives. This led to continued improvement and sustainability of this improvement, reaching optimal levels of mental health and reducing anger, thus improving the level of positive interaction with others.

This result is also attributed to the effort invested in building the program based on scientific principles, taking into account the literature, psychological heritage, and the techniques used, along with the researcher's personal nature and her assistance in implementing the training program, her flexibility in dealing with preschool children, managing the program sessions, continuous observation and monitoring of children's behaviors during the sessions, and making the children feel accepted and unconditionally loved. This had an effect on increasing their self-confidence and their psychological and social adjustment, in addition to her focus on immediate reinforcement, whether material or moral, to acquire and maintain good behavior and give the child the opportunity to express themselves. All of this helped ensure that the program's effect and effectiveness continued after direct application and follow-up.

## 5. CONCLUSIONS

In light of the results of the study, the following recommendations can be made:

1. Implement the developed training program in the Palestinian environment and other communities for similar or different guidance and training purposes.
2. Organize guidance and awareness workshops at Palestinian universities targeting female students in early childhood education to help them and raise their awareness of the methods and techniques that can assist them in dealing with issues faced in this critical and sensitive age group.
3. Focus on preparing other training programs for preschool children, based on their guidance needs after being identified through a scientific methodology.

The study suggests conducting further research on the current study's variables with different student samples to confirm the direction of the current study, whether in agreement or disagreement.

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