

## Review Article

# Human thinking at the time of Covid-19 and the role of swot analysis: A case study on the Chinese and Palestinian societies

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### Abstract

The study aimed to identify the level of positive and negative thinking in times of crisis, especially during the period of Covid-19, and the role of SWOT analysis in developing the human psyche to reach positivity. The researcher used the descriptive-analytical approach and a study was conducted on a sample of 125 Palestinian students who were in Palestine and China during the Covid-19 epidemic. Pearson Correlation Coefficient, Cronbach Alpha Test and Half Segmentation, Frequency and Percentage, Arithmetic Average, Standard Deviation and Relative Weight, T-test for two independent samples, Single Analysis of Variance, and SPSS were followed to obtain real results, in addition to a questionnaire. The study concluded that the differences in thinking management among students are non-existent, especially at the beginning of crises. In the first moments of any danger, the level of thinking is zero for everyone, so everyone acts hysterically in group behavior; then a change in thinking occurs according to the personal skills of each individual. The study confirmed that there are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking in times of crisis. This paper contributes to highlighting the pattern of thinking and the psychological state in times of crisis. The level of negative or positive thinking may change depending on the circumstances of each society, in this study between the Chinese and Palestinian societies at the time of Covid-19.

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## Introduction

Human thought is important as it contributes to progress, problem-solving, and avoidance of dangers. Thinking is a sophisticated cognitive and emotional mental process that is based on the outcome of other psychological processes, such as perception, feeling, achievement and creativity, as well as on mental processes such as remembering, distinction, generalization, comparison, inference, and analysis. Thinking is at the forefront of mental and psychological processes because of the great role it plays in daily life and human development. So thinking is a human process that requires distinct efforts in the different stages of life to develop it, and it is related to the genetic and environmental aspects in terms of different areas: physical, social, emotional, cultural, and civilizational (Bouchard, 1994).

The human mind focuses on a specific thing and tries to eliminate failure from life and achieve happiness (Brooks, 2020). The brain gives its orders directly to the feelings and internal and external movements to preserve the pleasant experiences and eliminate the unpleasant experiences, and retrieve the memories in the time of crises as a previous experience. Therefore, one must train oneself to think positively and use scientific strategies to develop thinking and to convert all thoughts and feelings to serve the interests and needs of man, instead of being against him/ her.

Scientific studies have focused on the development of thinking and aimed at analyzing the positive aspects of personality and addressing negative disorders, especially that thinking and perception have a great role in building

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human behavior and the mechanism of dealing with dangers and the fact that thinking reflects a person's personality and affects his/ her behavior in various life situations. The individual cannot set life goals without a thought process commensurate with the merits of his/ her personality, resulting in a comprehensive plan. It is not possible to get out of a crisis or distress without a person determining his/ her capabilities in facing this crisis, the possibilities, the methods, and the intellectual patterns that must be followed to end the problem.

Society has a great influence on human thinking, whether in culture or the available scientific and material capabilities. It is reflected in the thinking, behavior, and decisions of individuals within society with different perspectives consistent with the person's intellectual tendencies. The educational curricula, personal experience, and skills gained from success and failure experiences, and feedback have a great role in how to analyze the problem and deal with its merits. In this context, scholar Smith says (Smith 1993, p.9), "It does not matter to me what my children teach, and it does not concern me what they study. All that matters to me is that they learn how to think, as they must learn how to make their own decisions." Therefore, the human being is a rational person whose lifestyle is shaped according to the type of cognitive and perceptual movement he/ she takes in a particular situation (Maash, 2003).

The more positive this thinking is, the more it leads to an effective and efficient solution to the problem, and the more negative this thinking, the more it leads to dealing with these problems in superficial and wrong ways and thus not reaching a convincing solution, and consequently, the lack of an adequate solution for it. Negative thinking has been linked to the deterioration of the health and the increase in diseases such as depression, psychological disorder, and so on, as psychological and educational studies and research indicate that psychological and mental disorder does not arise from difficult situations that surround the individual as much as it is caused by the state of despair that you experience towards those situations. It is the negative thinking pattern that makes the individual look at his/ her life and the life of others through comparison with a dark lens and makes him/ her more unhappy and pessimistic through this thinking approach (Johnson, 2002).

The study aimed to identify the patterns of thinking (positive/ negative) prevalent among Palestinian university students at a time of crisis depending on the variables of the study and to reveal the importance of SWOT analysis in managing thinking and controlling oneself in times of crisis.

Thinking avoids a person from confusion and leads to a decision that turns ideas into reality. If the personality is positive, it will work to address weaknesses, develop strengths, seize opportunities and limit threats, at this moment the person will have the ability to direct thinking and manage oneself to reach a comprehensive intellectual treatment and to face psychological pressures to reach creative solutions and sound decisions that make him/ her have positive psychological immunity that gives him/ her optimism, addressing distortions in reality, and the ability to adapt to crises and find solutions to end and absorb shocks with flexibility. The problem is like human thinking, so the importance of studying stems from knowing the nature of these two patterns (positive and negative) of thinking among university students in light of some variables, which leads to knowledge of developing scientific methods.

The researcher conducts the study according to the following hypothesis: there are no statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of thinking (positive and negative) at the time of risk between the averages of the study sample estimates according to the gender variable (male, female); there are no statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of thinking (positive and negative) at the time of risk between the averages of the study sample estimates according to the level of the study (less than two years - two years to three years - more than three years); there are no statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of thinking (positive and negative) in the time of risk between the averages of the study sample estimates according to the variable of the college specialization (Humanities, Sciences).

Peterson et al. (2007) study: the study aimed to uncover the relationship between aspects of positive thinking in personality and both happiness and life satisfaction. The study was conducted on a sample of (2439) US adolescents and another sample of (445) Swiss adolescents. The list of positive strategies in personality (VLA-IS) was applied to the individuals of the two samples, and the study found a positive association between positive thinking strategies with both happiness and quality of life. The study also revealed that gratitude as an aspect of positive thinking was associated with quality of life.

Another study conducted by Munro (2004) to identify the relationship between negative thinking and positive thinking and the two characteristics of optimistic and pessimistic personality. On a sample of (420) male and female students at a US university; the study concluded that there are fundamental differences in the level of thinking attributed to the optimistic and pessimistic personality traits of university students. The optimistic students showed a

greater level of positive thinking, while the pessimistic students showed a greater level of negative thinking. Overall, the students showed a tendency towards positive thinking.

The study of Haveren (2004) entitled “*The effect of the level of negative and positive thinking on the achievement of university students in light of the variables of sex and level of education*”, the study was conducted on a sample of (200) male and female students enrolled in a US university, of different levels. The study concluded that university students, whether they are in the first or last year, have no fundamental differences between them in terms of the level of negative and positive thinking, while the results showed that there are fundamental differences between the level of negative thinking and positive thinking when considering the gender variable, the males showed a better level of positive thinking.

The researcher Maurizio (2003) conducted a study aimed at identifying the relationship between negative thinking and individuals' tolerance of stressful and frustrating situations, and for this, he chose a sample of 94 male and female university students, the results of the study revealed that there are no fundamental differences in negative and positive thinking between males and females, while males showed a better ability to withstand stressful situations compared to females, and the results also showed a relationship between negative thinking and tolerance of stressful situations, where negative thinking students showed less ability to respond effectively to stressful situations.

The study of Dahlheimer & Rich (2001), to identify the effect of positive and negative thinking on the effectiveness of feedback in learning some concepts for a sample of (32) university students at the bachelor's level. The study concluded that there are fundamental differences in the level of effectiveness of the feedback in learning concepts is attributed to the positive thinking style, while the study did not show a change in positive and negative thinking between males and females, the results also showed the students' tendency towards positive thinking.

Previous studies agreed with this study on the importance of positive thinking and its role in reaching a happy life and sound decision in developing and building personality and its effect on students and indicated the negative psychological impact of negative thinking and its reflection on individual behavior, academic achievement, and community security.

#### *Theories of Thinking*

**The behavioral theory:** The behavioral theory did not focus on the interpretation of thinking directly, but rather considered that the experience or learning that is formed as a result of the relationship between the stimulus and the response is tantamount to thinking.

**Cognitive theories:** This theory focused on explaining the concept of thinking, and this was evident by studying the physiological foundations of knowledge, the direction of information processing, and Piaget's theory.

**Piaget's view on cognitive growth:** Piaget believes that there are two basic functions of thinking: organization and adaptation, an organization is represented by the tendency of the individual to arrange and coordinate cognitive activities regularly, while adaptation refers to the tendency of the individual to adapt and become familiar with the external environment. The Cognitive theory believes that thinking is a series of invisible cognitive activities that go according to a specific system, and the brain plays a major role in the process of organizing it so that it grows and develops as the individual grows cognitively according to the factors of experience and maturity.

**Gestalt psychology or Gestaltism:** this theory indicates that thinking must be done entirely through the overall view of the situation and the perception of the existing relationships between the elements of the situation. This could lead to the identification of what is known as an insight that depends on the connection between the elements of the situation to reach a solution; this theory identified a set of factors that affect the process of thinking and perception.

**Lev Vygotsky's theory:** Indicates that thinking is a social origin where it grows with psychosocial development. Therefore, the best forms of human thinking are passed on from one generation to the next through internal interactions between more competent people such as parents and teachers and less competent people such as children. Therefore Lev Vygotsky believes that there is an evolution from the lower forms to the higher forms of thinking during the process of growth and development (Al-Nur, 2008).

#### *Strategies employed in thinking*

**A self-talk strategy:** The internal dialogue is of great importance in modifying behavior and ideas, Breshia mike notes: Several programs have appeared recently that contribute to raising the efficiency of individuals in using this strategy (Ibrahim, 2000).

**Comparing Strategy,** this strategy requires identifying the similarities and differences between ideas, phenomena, and relationships.

**Problem-solving,** it is a method of thinking that requires skill that can be acquired; people can improve it through practice, and teaching it in schools. Students are presented with problems and their attention is directed to the way

they think about the problem to use the students' natural desire for discovery. Explaining the problem in a way that makes it meaningful for them to develop guesses and assumptions related to the solutions, test them and evaluate the results (Hassan, 2006).

*Decision making*, it is the ability to interact with the current situation and see it more broadly to reach a wise decision, there are requirements before learning the decision-making skill such as the ability to imagine, to relate, to conclude, to solve problems and to gather information.

*Imagining strategy*, Hodgson & Rachman (1979) argue that the more frequent the practice of imagination, the greater the individual's control over aspects of the stressful situation, because he has experienced it more than once, and Hussain (2003) adds that the application of the skill of imagination consists in the use of imagination and images. The mentality, to expand perceptions, and the basis for successful imagination, is to add as much emotion as possible to the image and then arouse a deep inner desire. New ideas programmed through repetition and imagination become dominant and beliefs control our behavior (Govital, 2005: 67).

*Impediments to thinking*: Many references refer to several obstacles that lead to the failure of the process of thinking, the most important of which is the low level of motivation to learn and achievement. Rather, the use of the wrong skills in classroom learning situations leads to less classroom interaction and discussion, and fear of criticism and evaluation, the inability to focus and distraction, so that the educational process is based on filling minds with information and knowledge with temporary mental memory without resorting to methods and strategies that contribute to deep thinking (Al-Atoum et al. 2011) the factors that affect thinking are subject to socialization, societal challenges, wars, poverty, ignorance, family climate, school and university education, group interaction, the media, and the role of community institutions (Gibson, 1990).

### Problem of Study

- What is the importance of positive and negative thinking in facing crises and epidemics among university students?

Sub-problems of study are;

- Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking in the time of risk between the averages of the study sample estimates?
- What are the ways to improve thinking skills through SWOT analysis to reach intellectual positivity to face crises and make the individual effective in society?

## Method

### Research Model

To achieve the objectives of the study, the researcher used the descriptive and analytical approach

### Participants

The researchers chose a study sample of (129) students, of whom (125) responded, i.e. (96.89%), 63 Palestinian students in China and 62 Palestinian students in Palestine. All of them are bachelor degree students for the academic year (2019, 2020), the researcher also used the positive and negative thinking scale that was prepared for this purpose and presented to many professors and supervisors in Palestinian universities.

### Data Collection

The researchers used the questionnaire about positive and negative thinking at the time of crisis which was designed from 47 items distributed into 4 axes for SWOT analysis (strength, weakness, opportunities, threats), as well as an open question on ways to develop positive thinking skills through SWOT analysis to reach intellectual positivity, thought and self-management. The validity of the questionnaire was verified by two methods/the validity of the arbitrators and its internal consistency. Its stability was confirmed by two methods: the half-segmentation method and the Cronbach's alpha method. The questionnaire was distributed to the study sample.

### Data Analysis

To process the data statistically, the researcher used the Pearson Correlation Coefficient, Cronbach's Alpha Test and Half Segmentation, Frequency and Percentage, Arithmetic Average, Standard Deviation and Relative Weight, T-test for two independent samples, Single Analysis of Variance, and SPSS to obtain real results.

### Scope and Limitations

The study was limited to identifying positive and negative thinking in times of crises and epidemics and the importance of SWOT analysis in thinking management and self-development.

Temporal limit: This study was implemented in the mid-year 2020

Institutional limit: This study applied to university students (bachelor degree)

Human limit: This study applied to Palestine students

Spatial limit: This study was applied to Palestinian students in China and Palestine

## Results and Discussion

Answer to the question: Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking in the time of risk between the averages of the study sample estimates?

To answer this question, three hypotheses were formulated and verified as follows

The first hypothesis: Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking at the time of risk between the averages of the study sample estimates attributable to the gender variable (male, female)?

The T-test was used in the case of the two independent samples to see if there were statistically significant differences between the averages of the study sample estimates according to the gender (male- female) for all areas. The results were obtained as shown in the table.

**Table 1.**

*T-test for Variable according to Gender*

Area	Gender	Number	Arithmetic average	Standard deviation	T value	Indicatio n level	Statistical significance
Strength point	Male	60	3.77	0.55	-1.459	0.147	Not statistically significant
	Female	65	3.90	0.47			
Weaknesses	Male	60	3.94	0.40	-0.224	0.823	Not statistically significant
	Female	65	3.96	0.46			
Opportunities	Male	60	3.86	0.44	-0.819	0.414	Not statistically significant
	Female	65	3.93	0.48			
Threats	Male	60	4.13	0.35	0.354	0.724	Not statistically significant
	Female	65	4.10	0.44			
All Areas	Male	60	3.92	0.35	-0.710		
	Female	65	3.97	0.40			

The tabular t value at (123) level of freedom and 0.05 level of significance is equal to 1.979

From the previous results, the following can be concluded: To find out whether there are statistically significant differences between the averages of the study sample due to the gender variable (male, female) for each of the areas of study and the combined domains, it is found that the probability value (*sig*) corresponding to the T-test is greater than the level of significance ( $\alpha=0.05$ ) in all cases, and thus it can be concluded that there are no statistically significant differences between the averages of the study sample estimates according to gender variable for each area of study. This was in agreement with the study of (Munro, 2004) and the study of (Maurizio, 2003). The researcher attributes that to:

Every person has strengths in his/ her personality and experiences gained from a life that stimulate positive or negative thinking. The differences in managing strengths between male and female students are non-existent, especially in times of crisis.

- The number of female students is close to the number of male students
- Male and female students face close educational conditions, which makes their estimates close, especially in times of crisis, in agreement with the study (Haveren, 2004).

The second hypothesis: It states whether there are statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking at the time of risk between the averages of the study sample estimates attributable to the variable of university education years (less than two years, 2-3 years, more than three years

**Table 2.**



Arithmetic Average of Respondents' Responses according to the Years of Education Variable

Area	Arithmetic average		
	Less than two years	3 - 2years	More than three years
Strength point	3.76	3.85	3.87
Weaknesses	3.90	3.90	3.99
Opportunities	3.89	3.87	3.91
Threats	4.08	4.12	4.13
All Areas	3.90	3.93	3.97

It was found that the value of (*Sig*) corresponding to the test of the analysis of variance is greater than the level of significance ( $\alpha=0.05$ ) in all cases and thus it can be concluded that there are no statistically significant differences between the averages of the study sample estimates of the variable years of education for the bachelor's degree for each field of study and all Domains, this is in agreement with (Haveren, 2004).

The researcher attributes this to:

- There is no difference in the university routine of students between Palestine students in Palestine and Palestine students in China
- The administrative and technical work of all students has not changed. It is relatively stable. There is no administrative work for new students that differ from the administrative work of old students in the academic system.

The third hypothesis: It states that: Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking at the time of risk between the averages of the study sample estimates attributable to the variable of the college specialization (humanities, sciences)?

The T-test was used in the case of the two independent samples to find out whether there were statistically significant differences between the averages of the study sample estimates according to the different specialization of the college for all areas of study, the following results were obtained:

Table 3.

T-test according to Specialization (Humanities - Sciences)

Area	Specialization	Number	Arithmetic average	standard deviation	T value	Indication level	Statistical significance
Strength point	Humanities	65	3.83	0.55	-0.059	0.953	Not statistically significant
	Sciences	57	3.83	0.45			
Weaknesses	Humanities	65	3.94	0.45	-0.099	0.921	Not statistically significant
	Sciences	57	3.94	0.40			
Opportunities	Humanities	65	3.88	0.46	-0.259	0.796	Not statistically significant
	Sciences	57	3.91	0.47			
Threats	Humanities	65	4.11	0.40	-0.208	0.836	Not statistically significant
	Sciences	57	4.12	0.40			
All Areas	Humanities	65	3.94	0.38	-0.176	0.860	Not statistically significant
	Sciences	57	3.95	0.37			

The tabular value of t at the level of freedom (123) and the level of significance (0.05) equals (1.979). It is found that the probability value (*Sig*) corresponding to the T-test is greater than the level of significance ( $\alpha=0.05$ ) in all cases and thus it can be concluded that there are no statistically significant differences between the estimates of the study sample. Consequently, the results are consistent with the study (Munro, 2004), the researcher attributes that to:

- The thinking process for the first university degree, the bachelor, does not depend on the specialization only, but on the development of the acquired skills and experience, the intelligence of the individual and the strong personality in addition to the training and service processes in the community.
- There is no difference between places and scientific levels at a time of crisis. In the first moments of any threat, everyone's level of thinking is zero, and then the difference occurs after regaining awareness according to the personal skills of each individual.

Results related to the third question:

The third question states: What are the ways to develop positive thinking skills through SWOT analysis to reach intellectual positivity and mental health to face crises and heal, and for the individual to become an effective member of society from the point of view of Palestine's undergraduate students with a bachelor?

To answer this question, an open question was directed at the end of the questionnaire to the sample of the study, and by examining the answers of the respondents, their opinions were identified on ways to develop their skills in positive thinking through the use of SWOT analysis to reach intellectual positivity and develop thinking in times of crisis as shown in the table:

**Table 4.**

SWOT analysis to reach intellectual positivity and develop thinking in times of crisis

Environment	Area	Item	f	%
<b>Internal Environment</b>	The Strengths of Positive Thinking	Self-confidence and personal intelligence	55	%44
		Take responsibility	45	%36
		Ambition, creativity, self-motivation and optimism	30	%24
		Flexibility and openness	30	%24
		Honesty, integrity, dedication, ability to gain others' trust and respect	29	%23
		Be logical	20	%16
	Weaknesses affecting negative thinking	Lack of self-confidence and dependency	53	%42.4
		Not taking responsibility and creating justifications	27	%21.6
		Mental disorders	23	%18.4
		Intellectual distortions	18	%14.4
		Not having personal skills	15	%12
		Frustration and congestion of feelings	41	%32.8
		Having a monthly source of income	33	%26
		Availability of accommodation and food	19	%15.2
<b>External Environment</b>	Opportunities	Surf the Internet	18	%14.4
		Proficiency in several international languages and employ the method of brainstorming in the production of knowledge	17	%13.6
		Teachers' phone numbers are public and the ability to exchange ideas with them	16	%12.8
		A network of social relationships	10	%8
		Phone numbers for emergencies and psychological support	10	%8
	Threats	An on-campus hospital and response team	10	%8
		Conducting virtual exercises using the simulation method to adopt a future scenario of the crisis	37	%29.6
		Lack of an effective technology system in times of crisis and distance education	21	%16.8
		Lack of quick response by teachers and official bodies when communicating for relief, and the lack of information about the crisis	19	%15.2
		Lack of monthly income, housing and the internet	14	%11.2
Societal behavior hysteria and insecurity	12	%9.6		

Ways to develop skills in positive thinking through the use of SWOT analysis to reach intellectual positivity and develop thinking in times of crisis: In light of the findings of the current study, it was found that the degree of availability of this practice is high, as it reached (79.0%). The researcher sought to clarify proposals for developing positive thinking through SWOT analysis of the following matter:

Strengths and opportunities that stimulate positive thinking: The researcher suggests developing the skills of students with a positive personalities and allowing them to help their colleagues and motivate them to continue by rewarding them and nominating them to undertake simple tasks within the university and society.

The first area of the internal environment/ proposals to address weaknesses affecting negative thinking: Weaknesses must be addressed to reach the positivity through: the possibility of the student to obtain false information in previous circumstances is reflected in his/ her behavior patterns and the acquisition of false knowledge and wrong interpretations, which makes him more negative and superficial. It is necessary to process this information either gradually or through trauma and confrontation. The circumstances, interests, and subjective factors that fail to reach convincing logical evidence may govern them, but rather lead to illusions and fantasies in thinking and negative vivid dreams. Therefore, it is necessary to train them to implement their dreams through goals and start from the easiest to the most difficult, build an independent personality for the student that makes him/ her feel his/ her being by motivating him/ her to take responsibility and giving him/ her training courses on leadership and control of emotional stability. Training students on the culture of apology and exit from the theory of the superego, positioning themselves around ideas and accepting dissenting opinions, training students on how to manage time and investing in the best way to understand and memorize, and to search for the skills they need at all times, and not to be impulsive and hasty in thinking that it leads to wrong feelings, patience, and not making judgments before real understanding, a person should be optimistic and believe in the ability to win.

Therefore, an effective dialogue method must be adopted, avoiding the negative personality argument, and not allowing sterile discussion, the reform of ideas in smart ways to reach brainstorming and the proxy question that contributes to developing thinking; and reminding the person of his/ her successes as feedback and his/ her ability to maneuver, so it is necessary to gain his/ her confidence and psychological inclinations. Give them sincere affection without criticism. Some negative people are not aware of what is really going on around them, and therefore their comments appear in the form of complaints and requests. It is a good idea to extend a hand to the negative person with help. The first instinct in dealing with negative people should be to help them move always to a new, safe environment that does not throw them under more psychological pressure. Simple things like cinema, sharing daily events and conversation can be helpful. Helping them to ignore negative comments, and motivating them to participate in group activities, helps them overcome all the negative energy that drives them to isolation.

The second area is the external environment/ proposals to address the threats affecting thinking in times of crisis: It is imperative to secure government financial support to meet the needs of students, especially in times of crisis, to integrate electronic education into schools and universities and to approve it as formal education, design special programs and applications on the Internet to be uploaded to the university's mobile phone to help students during emergencies, to provide all public services and health facilities on the campus, and for university development plans to include virtual training and the use of simulation method to adopt a future vision of the crisis, to provide supervisors with their phone numbers available to all students to communicate directly with them in times of crisis and to provide information and support, training students to think systematically to deal with the surrounding problems with a sense of confidence and to develop plans that qualify them to move from the unknown to the known and the ability to do constructive analysis.

The researcher believes that networking relationships between the government, the university administration and the families of students and students enhances positive opportunities and confidence to reach community security and behavior modification. Therefore, the community and the educational institution should contribute to creating positive thinking through psychological support, as some words have an impact in the depths of the soul.

Key findings that a person learns by repetition and error, as he/she learns by comparison and learns by insight and disclosure; when a person uses his/ her thinking abilities, judge and solves problems, he/ she liberates him/ herself from the pressures of life resulting from the forces surrounding him/ her. To overcome difficulties, a person must analyze these problems, create solutions for them, and implement these solutions. It makes sense to study learning, awareness, and thinking. Thinking about things we know makes us aware of things we do not know. The inventor links a set of information related to a problem he/ she deals with then organizes this information to reach something new that adds to the knowledge. Thinking is every mental activity whose tools are symbols, that is, it replaces things, people, situations, and events with their symbols. These symbols include words, numbers, signs, pictures, diagrams, and visual images, as well as geographical maps, musical notes, and mathematical formulas. In this general sense, thinking includes all mental processes, from perception, remembering, imagining, and daydreaming to the processes of judgment, understanding, inference, reasoning, generalization, planning, criticism, etc. (Rajeh, 1968: 271). Thus thinking is defined as the application of the mind in a problem to arrive at its solution (Al-Zayat, vol. 2.70).

The researcher defines thinking as a complex mental process resulting from new intermittent electrical waves faster than femtoseconds that are transmitted from the senses to the nervous system of the brain as signals to produce a



new electrical wave inside the brain (the thinking process) according to the interaction of cells, brain activity and the speed of the nervous system's response to the glands to be transferred to the senses again.

It is clear from the definition that thinking is a mental process characterized by the use of symbols to represent things and events. Thinking is a mental activity carried out by the individual to obtain permanent or temporary solutions to a problem, and it is a continuous process in the brain that does not stop or end as long as that man is in a state of wakefulness and while a person is asleep is dreams. This is why it appears to us that the mental processes of thinking are imagination, imaginary images, understanding or assimilating ideas, meditation, discussion, decision-making, reading and writing, remembrance and abstraction, distinction, generalization and reasoning, deduction, analysis, and all interpretations.

The effect of thinking on the individual and behavior: Man is the product of thoughts, so for a feeling or behavior to occur, a person must start thinking. The definition of thinking in psychology shows that thought is the root of all behaviors and psychological and organic states. A person is programmed with a way of life, perception, values, and beliefs that characterize his/ her way of thinking and lead to behaviors, the aggressive behavior that is characterized by ferocity, and appears when a person realizes that there is a danger, or if he/ she realizes that there is something that prevents him/ her from something he/ she wants to achieve. The obedient behavior is due to the individual's perception of the negative consequences of disobedience and tries to show assertive behavior and self-confidence. Many suffer from anxiety and fear, and others from tension, frustration, and loneliness, all due to the change like human thinking due to psychological pressures to keep pace with the accelerating progress of life and to meet its requirements. Mind thinking affects all parts of the body from facial expressions and body movements, as well as the internal organs of the body such as increased heart rate, breathing, and blood pressure, which affects the psychological and physical immunity of a person and his behavior and health (Al-Feki, 2012: 48)

Thinking is based on previous knowledge or even daydreaming. However, thinking includes more than just recall if it aims to solve a problem or invent something new, as it requires in these cases to reorganize the past to solve the present problem. Empirical deduction indicated that we can retrieve the past in different ways, including mental, sensory, and verbal images, and this is perception or imagination through subconscious speech and silent language (Zaghloul, 2011: 288); feeling the problem, defining the problem, collecting data, using past experiences and comparison, imposing hypotheses and developing a plan, testing the validity of the hypotheses, first experimenting, developing proposals and modifying hypotheses and the plan, reaching the core of the problem, solving the problem (Al-Muzaffar, 1968).

### Conclusion

The differences in thinking management between male and female students are non-existent, especially at the beginning of a time of crisis, no difference between places or scientific levels at the beginning of the time of crisis; in the first moments of any danger threatening life, the level of thinking is zero for everyone and the person returns to the primitive thinking and everyone acts with hysteria. Then after that, the difference occurs after regaining perception according to the personal skills of each individual, and the ability to control oneself. If logical reasons and logical methods of treatment are not presented for the crisis, the individual and groups will enter into hysteria and chaos. This is what the study confirmed that there are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the two types of positive and negative thinking at the time of crises between the averages of the sample estimates. The study is attributed to the variable (gender <male-female> - years of university education <bachelor> - specialization <humanities-sciences>), because the sample members are distinguished by a high level of positive thinking in times of crisis, due to the crises that the Palestinian people are going through and the ability to adapt to reality and find solutions.

It is the ability to use your subconscious mind "your unconscious mind" to influence your general life in a way that helps you achieve your goals and dreams. W., Scott: defines it as the innate ability of the individual to reach better results through positive thoughts, Positive thinking is the inspiration for the best and high performance and promotes the work environment with openness, honesty and confidence (Scott 2003: 49). Therefore, positive thinking searches for value and benefit, it is constructive, reproductive thinking, and it makes concrete and scientific proposals, whereby it makes things work and its goal is effectiveness and construction.

Several factors that affect positive thinking, which is: the overall view, the movement in the overall environment, the control in general, the commitment to participate in the work, self-control, the brain structure, the nature of the genetic genes in these mental structures, attention and conscious practice, and encouraging discovery, the social and

family upbringing, the level of the cultural environment in the surroundings of the individual. In addition to the use of self-skill in preparing the strategic organization of thinking and the individual's possession of a positive self-concept makes him/ her more inclined to associate with various ideas and contradict the viewpoints of others and the individual's ability to verbal comprehension, organizing ideas, perceptual organization, developing positive thinking skills and utilizing the effort expended in the positive thinking process (Govital, 2005: 44).

Positive thinking is the guaranteed path towards achieving feelings of contentment, self-acceptance and optimism to reach complete contentment that includes the most accurate details of social life. Humor promotes positive thinking. Abdel Hafeez (2014) states that this feature has a great role in promoting positive thinking, including (enhancing motivation, improving feelings of happiness, improving self-awareness - positive change) (Abdul Hafeez, 2014: 57).

Positive thinking has an important role in promoting mental health through (Haridi et al. 2002): emotional regulation, personal motivation, and self-awareness, expression of conscience, positive thinking, better choice, and sound decision. Positive thinking is the guaranteed way to modify behavior because it draws a foolproof roadmap in front of us. The role of positive thinking and its impact on the mental health of the individual is evident through the Rave and Keys (1995) model of psychological comfort, which includes the following factors: (self-acceptance, positive relationships with others, independence, control over the environment, purposeful life, personal growth) (Park, 2007). while the researcher believes that positive thinking has a great impact on mental health, as it constitutes (feedback to the individual - strong intellectual immunity - controlling emotional stability - psychological flexibility - motivation - helps self-healing).

It is a pessimistic view of everything and an exaggerated vision in evaluating the surrounding situations and matters. Negative ideas usually increase the power of negative thought and immediately leads to the individual losing self-confidence, lack of self-worth, lack of self-appreciation, sharp mood swings and feeling of depression, failure, frustration, disappointment and dissatisfaction with life, and it has several causes, including external influences, negative thought, lack of clarity of the goal that the person is going to, preset programming for life and negative routine in life (Blunden, 2004).

The researcher believes that the most important of them are thinking of perfection or nothing, going into the smallest of details and exaggeration, marginalizing the positives, jumping to conclusions (emotional conclusions), and posing the question (why?) in the manner of blame.

Thinking disorders that appear in the diagnostic aspects in the thinking context: where the transition from one idea to another without finishing the first idea, or turning around the same idea over and over (Sharma, 2003), and in thinking content: which is in the form of ideas that are not logically connected or in the form of illusions and unstable ideas (Whyte, 2004), and feeling disorder (Neuropathy: that is, the emergence of a state of apathy and lethargy in thinking as this may appear in the form of intellectual delirium (Johnson, 2002). This result in memory disturbance, this appears in the form of remembering very accurate details of some experiences that the individual has gone through, which leads to a state of distress and anxiety, especially in the case of unpleasant experiences, or that appears in the form of the individual losing part of his memories (Tincher, 2003), which causes the emotional disorder.

So the troubled individual has a pattern of thinking that is not proportional to the situation in terms of quantity and quality so that the individual shows some vocabulary that does not express precisely what he/ she is thinking about (Lagenguist, 2004) and the disorder of movement behavior: this appears in the form of repetition of some nerve movements or Some expressions and vocabulary without need or necessity (Al-Hammadi, 2003), to devote false convictions that lead to wrong thinking and problems in adjustment and mental health; the following is an illustration of some examples of these false convictions in thinking (Cavanagh, 2002).

Change the pattern of the mind from negative to positive thinking to get rid of negative thinking and negative thoughts, which limit a person from advancing in life and reaching what he/ she aspires, some techniques can be used to transform it into positive thoughts, by transforming thoughts into a happy event or situation. This is why Norman Vincent Bell mentioned: "If you change your thoughts, then you will change the world" (Anthony, 2002); in addition to using the ((stop)) technique: deal with your negative thought firmly. Whenever the negative thought looms in your mind, tell it: Stop. Pete Cohen, a life strategist, says: "If you command the anxious voices in your head to be silent, they will be silent" (Myers, 1993).

Strategic thinking in our changing world is a matter of great importance if we want our business to excel. "The ability to distinguish between short-term thinking, and long-term thinking, and the balance between them is an essential component of the strategy. Therefore, it is necessary to realize the importance of both in facing life's crises."

Thinking is a series of complex processes that take place in the human brain at an amazing speed. Its mission is to simplify the matters that occupy the mind, and analyze them into elements that can be linked, compared, displayed, represented, and photographed, and then come up with a perception or theory that forms a stable basis for practical application.

Free thinking is a hindrance to planning because it exhausts the mind with the abundance of unnecessary information and from there arose the so-called strategic thinking, which is a specific intellectual path that has specific goals. Strategic planning differs from strategic thinking. The first is an analytical process, while the second is a treatment of insight. The strategic planning to deal with the crisis through four steps: the warning phase, during which the possibilities and possible scenarios must be developed and the means must be discussed, the phase of the emergence of crisis pressure: in which the consequences of the crisis must be controlled and reported, the crisis eruption phase: in which the worst scenario is laid and how to get out of the impasse. The stage of crisis ebb and flow: it means returning to a natural balance, taking advantage of what happened and acting on it and adopting future strategies with zero losses and zero mistakes (Yunus, 2011: 145).

The SWOT analysis, or what is known as the SWOT matrix is a strategic analysis used to assess the location of a problem in times of crisis and management, and it identifies strengths, weaknesses, opportunities and threats to success and exit from the crisis. SWOT analysis is a basic assessment model that measures what can/ cannot as well as the potential opportunities and threats (Ibrahim, 2019).

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