

Abstract:

The present research studies the impact of teaching "positive thinking" on raising hopes among female university students. The subjects' hopes were measured using Schneider et al Questionnaire (1991) which included both goal directed thinking and agency thinking. The research was a semi-experimental one which used pretest and post-test on an experimental and a control group. The statistical universe included all 1480 female students of Safadasht Applied Science University in educational year 1389-90 (according to Persian calendar).

30 students who had scored the lowest marks were accidentally chosen from among a group of 90 volunteer students and then divided into two groups, that is experimental and control group. The experimental group received positive thinking skills in 8 one-and-half-hour sessions which were held once a week. The impact of teaching positive thinking skills on hopes and goal directed thinking and agency thinking sub-scales among female university students (who had been taught in groups) were tested based on assessing three hypotheses. Applying descriptive and inferential statistics (covariance test) on collected data revealed that teaching positive thinking skills to student groups had a meaningful impact on subject's hope levels and goal directed thinking and agency thinking variants in them.