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Does Positive Thinking Predict Positive Learning Behaviors in Preschoolers?

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Abstract

This study aims to investigate the effect of the Positive Thinking Program with Multidimensional Perspectives on the learning behavior of preschool children (5 years old) and the teachers' evaluation of the program. The approaches of Positive Psychology and Philosophy for Children (P4C) were used as a basis in the development of the Positive Thinking Education activities with multidimensional perspectives. Practices of positive thinking with multidimensional perspectives are easily applied to pre-schoolers in the context of activities in science and nature, mathematics, art, music, stories, etc. Five preschool teachers and 160 children were involved in the research group (80 in the experimental group and 80 in the control group). The explanatory sequential design, one of the mixed research designs, was used as a method in the study. The quantitative data study was conducted as a quasi-experiment with a pretest-posttest control group. On the other hand, qualitative data were collected at the end of the educational process through face-to-face interviews with teachers about their evaluation. As a result of the study, it was found that the program had significant effects on the learning behavior. The teachers' assessments of the program were discussed in detail.

Key words*: early childhood educators, education, educational programs, preschoolers, preschool teachers, positive thinking.*

Introduction

Positive thinking refers to the perspective of perceiving and evaluating opportunities and constructive solutions in life, which enhances the individual's quality of life. There is a mindset here that focuses on bringing the positive to the forefront. A person who

can think positively does not ignore negative situations but acts with the perspective of finding constructive solutions by analyzing them. The point here is to emphasize the positive aspects of life and set strategies for improving the quality of life. In other words, we might put much deliberation on the adverse events, but if we can take constructive action for our lives by analyzing the emotions and situations we experience and evaluating them from different angles instead of feeling desperate, this also falls within the realm of positive thinking (Peterson, 2009; Seligman, 2012). The positive thinking style assists individuals to turn to solutions that are creative and raise the quality of life by asking open-ended questions that allow individuals to work towards solutions and create constructive formulas, rather than by asking questions that make them feel accusatory, negative, lost in thought, or helpless.

Positive thinking has three components: optimistic thought, hope and self-efficacy (D'Souza, 2019). Optimistic thought refers to making positive attributions or expectations for success for the present or future in other words, it is an individual act or product of hopeful thinking. In optimistic thought, a generalized positive expectancy is found (Seligman, 2006). Hope is a concept that refers to the state of being in a positive motivational state. In this state, goal-oriented energy and planning for criteria in order to meet the goals can be put into words (Syndner et al., 2017). Self-efficacy describes an individual's belief in his/her own abilities. It refers to the ability to cope with difficulties and complete a task (Akhtar,2008). These three components are closely related to each other and they express the individual's perspective on events (Snyder et al.,2017).

The way of thinking influences emotions, and emotions influence the brain structure (Seligman & Csikszentmihalyi, 2000; Seligman, 2012; Doidge, 2019; Siegel & Bryson, 2018). Therefore, it can be said that the way one thinks is a factor that both influences future behaviors and changes the quality of life. According to Merzenich and Penfield (2003), thoughts and experiences alter communication between neurons in the brain, that is, the environmental stimuli and experiences that shape the brain, and this in turn, influences subsequent experiences, which is consistent with the data obtained in their research (Doidge, 2019). Thoughts determine what is perceived and understood, and thus also the reactions and corresponding solutions.

A non-temporary change in thought or behavior is referred to as learning. However, one's current experiences, perspective on learning, ideas about learning, and attitude towards learning undoubtedly impact the learning process. Early childhood can be defined as a period in which children are open to different experiences and are in the process of discovery.

Early childhood experiences have a significant impact on a child's learning. Various chemical changes take place in the brain during learning. Learning begins with stimuli. The stimuli are then grouped and processed at various levels. Solving a new problem, visiting a new place, or listening to new music stimulate the brain (Erdamar Koç, 2011, p.465). According to Hebb (1949, p.62), new neurons are connected during learning. This underscores behavioral changes.

Studies show that positive thinking is closely linked to learning (Gilman & Huebner, 2006; Proctor et al., 2010; Hsin-Hui et al., 2017; Lu et al., 2021). Promoting positive thinking constructively affects children's motivation, competence, perseverance, and attitude toward learning effective problem-solving skills (Peterson & Seligman, 2004; Seligman, 2005; Lu et al., 2021).

The present study

This study was conducted in line with the suggestion of a group of preschool teachers who participated in the Positive Thinking with Multidimensional Perspectives training. They stated that developing such educational content adapted to preschool and delivered to young children can positively contribute to children's lives in general and reduce the negative impact of Covid-19 on children. Therefore, they agreed there was a real need for this and suggested that they could become a pilot study group in case any study were conducted. The fact that teachers emphasized that children's motivation, persistence, and attitudes towards learning, in particular, were negatively affected, was taken as a sign of the importance of assessing learning behavior. In cooperation with the Ministry of National Education and Culture of Northern Cyprus, the necessary legal approvals were obtained for the volunteer teachers, and ethical approval was obtained from the university to which the researchers were affiliated.

Thinking from multidimensional perspectives

There are five different dimensions of thinking from multidimensional perspectives (Gür, 2016; Gür et al., 2016; Gür et al., 2017; Gür & Koçak, 2018). These dimensions were adapted from Collaborative for Academic, Social and Emotional Learning (CASEL). The CASEL presents five domains of socio-emotional learning for K-12: self-awareness, self-management, social awareness, relationship skills and responsible decision-making (Dinallo, 2016; Atwell et al., 2022). These dimensions of thinking from multidimensional perspectives are explained in the following paragraphs.

1st dimension (Self-Acquaintance): The first dimension is about self-knowledge and self-awareness of qualities. The first dimension focuses on getting to know oneself and becoming aware of one's personality traits. The dimension of self-knowledge is closely related to how an individual assesses their skills, knowledge, abilities, and creativity to the maximum degree. This dimension refers to how children discover their characteristics, what they can do or have a hard time doing, things they like, their interests, how they calm down when they are angry, etc. The dimension of self-acquaintance is also effective in other dimensions. Children's decisions about what to do, and their behavior toward others are influenced by this dimension. As a result, it is critical for children to become aware of this dimension.

2nd dimension (Recognizing the Other): The second dimension is about identifying and understanding the behaviours of others'. This dimension is linked to the impact of children's reactions to other children and is also associated with the concept of

empathy. Drawing conclusions about the others' behaviors, demonstrating corresponding behaviors and empathizing with their feelings and situations fall into the realm of the second dimension.

3rd dimension (Group Relationships and Belonging): This dimension is related to belonging to a group, the ability to communicate and interact with the group. Family, the circle of friends, hobby groups, classes, research groups, study teams, group work, group consent, intra-group communication and interaction, and intra-group productivity are all addressed within this dimension. Children's exchange of ideas with their group of friends, and cooperative creation of things or products as a group for an aim, also fall within the framework of the third dimension.

4th dimension (Public Consciousness): The fourth dimension implies belonging to the social/ cultural/ large group or school. Within the framework of this dimension, topics such as cultural elements, community-compatible perspectives, school culture, awareness of or sensitivity to the needs of the community (e.g., school), another community (e.g., animal needs, environmental awareness, sensitivity to the elderly, and the disabled, society, and patriotism are discussed.

5th dimension (Holistic Perspective): The fifth dimension is the holistic perspective and self-realization. Cross-cultural/universal thinking, and plans/practices for the child's self-realization, i.e., contribution to others/environment, are included in this dimension. Self-realization supports the individual to be truly happy. For example, children's awareness of the difficulties and needs of animals living in the school surroundings during winter and the development and implementation of solutions to meet the needs of these animals (e.g., school marches with banners in the neighborhood to raise neighborhood awareness, building small animal huts/bird boxes, etc.) can be listed under the fourth dimension. Self-realization and contributing to others support the individual to be truly happy (Wiking, 2017). Although education positively affects self-realization, some people realize themselves without formal education. Self-realization is possible when an individual knows himself/herself well. In this regard, all dimensions are essential. All aspects should be considered when educating a child and evaluating an individual's behavior.

Positive Thinking Practices with Multidimensional Perspectives in Preschool

Positive thinking practices with multidimensional perspectives in children can be easily applied in the context of activities as science and nature, mathematics, art, music, etc. Activities can be considered as a means of positive thinking education in children. For example, the primary purpose of the activities is creating the discussion environment, with open-ended questions, following the creation of a material, an observation, a short story, or a familiar common game. The activities performed before the discussion are seen as a stimulus, that is, a tool for educating people to think. It is not essential

that the activities presented have a complex or unique structure. On the contrary, it is preferred to introduce the subject through activities that can be implemented easily. What is important for thinking training is the quality of the discussion process that will take place. Here, teachers should not interfere with children's ideas. If necessary, they can try to wrap up the discussion with open-ended questions. To define the meaning and purpose of an activity, one must think about what is behind the activity, explore and analyze the factors that influence the situation, and think about what can be done differently. It is critical to know oneself, express one's thoughts, find connections, and think about evaluation while doing so (Mert et al., 2011). The main goal is not to find the truth in the adult's mind but to experience the thinking process. It is critical that the child learns how to think rather than what to think. In other words, the goal is not to help the child to think exactly what the adults think or to imitate them, but to develop critical thinking skills in them.

Essentials of positive thinking education with multidimensional perspectives

Positive Psychology and Philosophy for Children (P4C) approaches were used to develop Positive Thinking Education Activities with Multidimensional Perspectives. Positive psychology is a scientific method that examines people's thoughts, emotions, and behaviors by focusing on strengths rather than weaknesses and aims to accentuate the positive (Peterson, 2008). This is a new perspective and trend in psychology, founded by Martin Seligman. Contrary to the previous understanding, solutions emerge by focusing on what can be done, the current positive situations, and the available opportunities, rather than the ones expressed as negative and inadequate/inconvenient. Seligman and Csikszentmihalyi (2000) highlighted that positive psychology is about hope, personal growth and flourishing. It emphasizes positive situations and influences in life such as positive experiences and states including optimistic thought, hope, and self-efficacy. Positive psychology covers personality strengths, happiness, life satisfaction, well-being, compassion, self-compassion and self-awareness, self-esteem, self-confidence, and hope, which aim to help people lead a higher quality life (Ackerman, 2020). Philosophy for Children (P4C) was developed by Lipman (Gür, 2011). When children begin to be educated to think at an early age, it means that they are nurtured in terms of their knowledge and moral and personal development. This includes developing children's questioning skills, gaining a critical perspective, making alternative suggestions, and thinking in an original and solution-oriented way. It is essential that children can reason about their thoughts (explain why they think the way they do and how they think) and connect thinking to any domain early on through thinking activities (Mutlu & Aktan, 2011). According to Lipman (1988), this goal can only be achieved through thinking experiences. In philosophy classes for children, children are encouraged to listen to each other, ask questions, and express their ideas about the questions posed

in the discussion (Gür, 2011). This kind of education aims to help children acquire the skills necessary to explore and think about the events directly related to their past, present, and future through interesting, imaginative, and entertaining stimuli, such as stories and works of art (Gür, 2011b).

In these activities, questioning skills were also emphasized along with positive thinking. The activities developed were submitted to seven experts in the field for comment, and the necessary corrections were made in accordance with the experts' opinions. The study aims to investigate the effect of the Positive Thinking Program with Multidimensional Perspectives on the learning behavior of preschool children (5 years old) and teachers' evaluation of the program.

Method

Sample

The study group consisted of five preschool teachers and 160 five-year-old children 80 in the experimental group and 80 in the control group. Purposive sampling was the sampling method of choice. Preschool teachers with at least five years of teaching experience volunteered to conduct this research during the meeting (five teachers in the experimental group). Children in those teachers' classes belonged to the experimental group. Among these teachers, the teachers who were volunteered only for the research process, but not for the education process (five control group teachers) continued to follow the usual preschool curriculum in their classrooms, and their students were included in the control group. Teachers' age was in a range between 30 and 45 years. Their professional experience was between 10 and 20 years, and they all had undergraduate degrees. All of the teachers in the study group were female. It is believed that this is because almost all preschool teachers in the country are female. Children in the study group were as follows:

Table 1
Distribution of 5-year-old children by gender

		Number (n)	Percentage (%)
Gender	Female	87	54.4
	Male	73	45.6
	Total	160	100

Study design

The method used for the research was the explanatory sequential design, a mixed research design. The exploratory sequential design begins with collecting and analyzing quantitative data that primarily answer the research question. Qualitative data are then collected and analyzed. Qualitative results are evaluated to support or explain the quantitative results (Creswell & Clark, 2015). The quantitative data collection was conducted in a quasi-experimental design with a pretest-posttest control group in this

study. On the other hand, qualitative data were collected at the end of the educational process through face-to-face interviews with teachers about their evaluation. The interviews were audio-recorded with the participants' consent. During the interview, the first researcher captured the teachers' opinions about the program they had implemented using open-ended, unstructured questions, while the second researcher's role was that of a rapporteur. In accordance with ethical procedures, the teachers' names were coded as T1, T2 and so on.

Measure

Preschool learning behaviors scale (PLBS)

Learning behaviors were assessed with the Turkish version of PBLS (Veziroğlu Çelik & Acar, 2018). The CFA model for the PLBS-Turkish Form confirmed that there is a 3-factor model ($\chi 2 = 699.443$ ($p < .001$), CFI = 0.95, RMSEA = .07 (.07 to .09 at 90 % CI), and WRMR = 1.20 (Veziroğlu Çelik & Acar, 2018).The scale consists of three subscales: Competence/Motivation (e.g., "He is interested in activities"), Attention/ Persistence (e.g., "Does not show much determination to complete an activity, gives up easily (reversed item)"), and Attitude Towards Learning (e.g., "Cooperates in group activities"). This is a three-point Likert scale consisting of 29 articles. Reversed items are also include in scale. The teacher completed the scale and chose the options "most often true" (2), "sometimes true," and "not true" (McDermott, Leigh, & Perry, 2002).

Positive thinking education program with multidimensional perspectives

To develop the program, preschool teachers were trained in positive thinking activity development, and then activity development studies were conducted. With the activities developed, a pool of activities for the program was created, and opinions were obtained from 7 leading experts. 47 out of 64 activities received the approval of all field experts. 2 experts suggested corrections for 1 activity. This activity was redesigned according to the experts' suggestions. In this way, 48 activities were included in the program. The emphasis was placed on teaching positive thinking through activities such as art, language, sports, travel observation, games, theater, and music, offering a variety of activities. The elements integrated into the program were thinking in the context of questions and sub-dimensions of multidimensional perspective. Each activity was scheduled to last 20-30 minutes. The activities were conducted four days per week for 12 weeks. After implementation, the program was published both in a printed form and as an e-book and made available to preschool teachers in Northern Cyprus with the approval of the Board of Education (Gür et al., 2021). In the activity design process, each activity was developed based on research findings to promote positive thinking and well-being. The emphasis was placed on delivering positive thinking education through activities like art, language, sports, excursion-observation, games, drama, and music, and offering a variety of activities. Bearing in the mind the fact that repetition

strengthens neural connections in the brain (Hebb, 1949; Siegel & Bryson, 2018), a particular theme was elaborated gradually and the activities focused on different aspects of the main theme on different days of the week. For example, in the Healthy Eating topic, the primary aim is to raise awareness about having a healthy diet. This theme was elaborated through various activities; a discussion about healthy eating habits, using a story and open-ended questions, a game with pictures of healthy snacks, preparation of healthy snacks and a picnic in the garden, providing families with relevant updates, preparing healthy snacks together at home, taking photos and creating a notebook to bring to school and share with friends, and encouraging children to talk about their favorite healthy snacks in the classroom. A subsequent aim was to help them develop a taste for healthy snacks instead of unhealthy food through practice and repetition, and to become skillful in preparing simple, healthy meals with fruit and vegetables, thus supporting children to incorporate this knowledge into their lives. The themes within the activities were:

- Healthy living (2 weeks),
- Nature and environmental awareness (2 weeks),
- Love of animals (1 week),
- Recognizing emotions (1 week),
- Coping with negative emotions (1 week),
- Character strengths (3 weeks),
- Awareness of friendship, helping, and contributing (2 weeks).

Face-to-face interview

Face-to-face interviews were conducted with each teacher and were scheduled as 60-minute interviews which were recorded and transcribed afterwards. During the interview, teachers were asked to evaluate the "Positive Thinking Education with Multidimensional Perspectives" method, which they piloted in their classes. Interviews were conducted with open-ended, unstructured questions that changed as the interview progressed. The goal was to make the participants feel comfortable and provide explanations and examples.

Data analysis

It was planned to compare the pretest and posttest scores of the children in the experimental and control groups to test the effect of the educational process. The sample was tested for normal distribution before comparing the Pre-School Learning Behaviors Scale pretest, posttest, and retention test scores of the participants in the control and experimental groups. The scores were tested using the QQ plot and skewness-kurtosis values, and it was discovered they had a normal distribution. Seçer (2015) analyzed the normal distribution assumption, and skewness and kurtosis values to evaluate it more accurately. When the skewness and kurtosis values are between +1.50

and -1.50, Tabachnick and Fidell (2013) acknowledge that the normal distribution is achieved. The analyses revealed that the variables were within the specified ranges, there were no extreme values, the normal distribution hypothesis was satisfied, and the applicability of the parametric tests was achieved. In this direction, it was decided to perform the t-test, a parametric test. In addition, the impact factor was calculated to determine the effectiveness of the training program. Table 2 shows the information on the normality analyses of the scale data.

Table 2
Skewness and kurtosis values of the scales

Scale	Skewness	Kurtosis
Learning Behaviors Scale (Control-Pretest)	.945	.239
Motivation	.792	.377
Attention/ Persistence	.785	-0.17
Attitude Toward Learning	.375	-.454
Learning Behaviors Scale (Experimental-Pretest)	.939	.205
Motivation	.192	.381
Attention/ Persistence	.119	-1.047
Attitude Toward Learning	.042	-1.441
Learning Behaviors Scale (Control-Posttest)	.659	.121
Motivation	1.211	1.476
Attention/ Persistence	.582	-.631
Attitude Toward Learning	.833	.923
Learning Behaviors Scale (Experimental-Posttest)	.669	.131
Motivation	1.21	1.41
Attention/ Persistence	.577	-.349
Attitude Toward Learning	.825	.856
Learning Behaviors Scale (Experimental-Persistence-test)	.664	.129
Motivation	1.01	1.21
Attention/ Persistence	.267	.339
Attitude Toward Learning	.536	.734

A content analysis was conducted for the qualitative data of the teachers' observations and evaluations. For teachers' evaluations of the program, two questions were asked: "What were the positive aspects of the program?" and "What were the difficulties you experienced during the program?" Firstly, two experts wrote down the data and analyzed them separately. Themes were determined. The reliability of the raters was checked, and the percentage of the agreement between the two experts was determined. For this purpose, Reliability = Consensus /(Agreement + Disagreement) formulation was used (Miles & Huberman, 2016). The percentage of agreement was calculated as 96. Then teacher evaluation form was prepared by using these sub-themes, and the teachers filled the form by using (+) for yes and (-) for no. The form was used as a confirmation of the first evaluations. In addition, quotation marks are used to describe examples of comments.

Results

Table 3 shows the results of the pretest mean scores of the participants in the study.

Table 3

Findings Regarding the Pretest and Posttest Scores of the Experimental and Control Groups

Scales	Group	f	M	SD	t	p
Learning Behaviors Scale	Control	80	.67	.209	-.013	.990
	Experimental	80	.67	.209		
	Control (Pretest)	80	.666	.209	-.530	.598
	Control (Posttest)	80	.686	.203		
	Experimental (Pretest)	80	.667	.209		
	Experimental (Posttest)	80	1.67	.204	-28.02	.000*
	Control (Posttest)	80	.686	.203	-30.73	.000*
	Experiment (Posttest)	80	1.67	.203		

As shown in Table 3, participants' pretest mean scores on the Learning Behavior Scale were calculated as 0.666 for the control group and 0.667 for the experimental group. The result of the t-test for independent samples showed no statistically significant difference between these two groups ($p = .990$). In this context, it can be noted that the experimental group and the control group are similar in terms of scores. Table 4 shows the findings on whether the participants' posttest and pretest averages reveal a difference between the control group and the experimental group. Examining the pretest and posttest results of the control group and the experimental group, it is evident that there is no significant difference ($p = .598$) between the pretest ($X = .666$) and posttest ($X = .686$) results of the control group. In the experimental group, a significant difference was found between the pretest ($X = .667$) and posttest ($X = 1.67$) results ($p < .05$). This result indicates that the training program has had a positive effect on learning behaviors. The participants' post-test mean scores on the Learning Behaviors Scale were calculated as .686 for the control group and 1.67 for the experimental group, as shown in Table 6. The result of the t-test for independent samples showed a statistically significant difference between these two groups ($p < .05$). This result can be taken as further evidence of the effectiveness of the training program. The effect factor was calculated for the relevant variables, and the result (Eta value = .857) showed that the effect size was high (Seçer, 2015). This result indicates that the effect of training on the learning behavior of students in the experimental group is relatively high.

As shown in Table 4, when the experimental and control groups' posttest scores for the Learning Behavior Scale subfactors are compared, it is clear that there is a significant difference in all three factors ($p <.005$). This result shows that the training program has had a positive effect on all sub-dimensions of learning behaviors.

Table 4
Comparison of the Posttest Mean Values of the Sub-Factors of the Experimental Group and the Control Group

Scales	Group	f	M	SD	t	p
Competence/Motivation (Factor 1)	Control (Posttest)	80	.679	.227	-27.67	.000*
	Experimental (Posttest)	80	1.68	.226		
Attention/Persistence (Factor 2)	Control (Posttest)	80	.841	.306	-20.33	.000*
	Experimental (Posttest)	80	1.82	.308		
Attitude Toward Learning (Factor 3)	Control (Posttest)	80	.570	.208	-29.18	.000*
	Experimental (Posttest)	80	1.54	.216		

Table 5
Comparison of the Posttest Mean Values of the Experimental Group on the Subfactors (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.	Post-hoc Dif.
Between Groups	3.094	2	1.547	24.100	.000*	1-2
Within Groups	15.215	237	.064			1-3
Total	18.309	239				2-3

As seen in Table 5, examination of the posttest results of the Learning Behavior Scale subfactors belonging to the experimental group reveals that all three factors are significantly different from each other ($p < .005$). This result shows that the training program has had the most positive effect on the 2nd subdimension of learning behaviors, the continuity of attention ($X = 1.82$), and in second place on the 1st subdimension, the subdimension of competence and motivation ($X = 1.68$). The third sub-factor, attitude toward learning ($X = 1.54$), is the least influenced compared to other subfactors.

Table 6
Retention Test Results

Scales	Group	f	M	SD	t	p
Learning Behaviours Scale (Pretest)	Experimental (Posttest)	80	1.67	.203	-.14	.998*
	Experimental(Retention test)	80	1.68	.204		

As shown Table 6, comparing the results of the posttest ($X = 1.67$) and the results of the retention test ($X = 1.68$) of the experimental group (after eight weeks), it is found that the results of the learning behavior do not differ ($p = .998$). This result shows that the change in learning behaviors is permanent and has not been lost over time.

As seen in Table 7, when examining the teachers' observations and evaluations of the program they implement in their classrooms in terms of the criteria in the table, it is clear that they generally find the program applicable. However, they have problems with the family involvement activities. Listed below are some teachers' observations and evaluations of the implementation process:

Table 7
Teachers' Evaluations of the Program

Sub-Themes	T1	T2	T3	T4	T5
The suitability of the program for the age and developmental level of the children	+	+	+	+	+
Easy to apply in educational environments	+	+	+	+	+
Suggested materials are easily accessible/applicable	+	+	+	+	+
Practices attract children's attention	+	+	+	+	+
The willing participation of children	+	+	+	+	+
Keeping children interested throughout the activity	+	+	+	+	+
Allow children to complete tasks related to practices	+	+	+	+	+
Children's ability to cooperate/share tasks in the context of practices and act accordingly	+	+	+	+	+
Motivating children to learn (asking questions, giving examples, etc.)	+	+	+	+	+
Observing good communication/interaction between children	+	+	+	+	+
Children's attempts to produce constructive solutions to problems	+	+	+	+	+
Effective implementation of classroom practices	+	+	+	+	+
Effective implementation of out-of-class (tour, nature, garden, etc.) practices	+	+	+	-	+
Being able to carry out family participation activities (home-based involvement) effectively	-	-	-	-	-

"…The program was very qualified because we received training on the subject before the program and developed the activities with the researchers as a group, sharing our experience and knowledge. Since we, as teachers, considered the aspect of the practices while developing the activities, we were able to implement the program both inside and outside the classroom easily. The materials were open-ended materials that we could easily access and use, free of charge, and they could often be used in different ways. We have had no difficulty conducting our practices because we know our students, as well as their developmental characteristics, their educational needs, and how to attract their attention; We have had no difficulty in these matters when conducting our practices… The most difficult part for me was the practices outside the classroom and the ones including family involvement. The difficulty I had with out-of-class practices was that some parents were not very inclined to out-of-school trips, using Covid as an excuse. As a result, I had to cancel the activity that involves nature observation, evaluating what items they are and in which areas we can utilize them; instead, we conducted a similar study in the school garden.…"

"… The children loved the practices ; they had a lot of fun. Their interest, their ability to work together for a certain goal, their good communication... these are really positive

outcomes. I indeed had much fun with the practices. The positive energy of the kids in my class spilled over on to me as well. Two of my students who had previously struggled with adaptability were able to integrate into the class and adapt thanks to these practices. They now enjoy participating in the activities. In the classroom, the children's communication and interaction are excellent. They do great group work.… Since the content attracts their attention, I can say that their desire to learn is greater. They know themselves better; they know better what they want. I can say that they have more understanding for their friends. They ask questions, give examples, make suggestions. They discussed how to aid a friend whose paper was torn during an art activity the other day. Instead of wondering who had caused the tearing of the paper - as they would have done otherwise, annoyed - they focused on how they could find a solution. Finally, I noticed that they solved the problem by turning the paper upside down, cutting out a piece of another paper on the backside, and attaching it from the backside. I did not even have to intervene. That was the most valuable learning outcome of the day for me..."

"… The program is really nice; we have already developed it together with the exchange of opinions, our evaluations, and our collaborate proposals. However, I would like to say that I am completely disappointed with the activities that involve the participation of the families, to which great importance was attached in the literature and by which we wanted to achieve a permanent effect by this education. There were very inquisitive parents, and we've had great results together, but I've also had parents who have not participated at all. Most importantly, I've talked with each one of them individually to understand why. Some said they didn't have time, while others said the time their children spent in school was just enough considering they were just preschool pupils. There were parents who said, "He/She is young, I don't want to get too involved right now," and there were also those who said they couldn't focus on their child because they had just lost their job. One parent bluntly said, "I have two children, the other is in elementary school and has already too much homework. I can't take care of the activities of this one. These activities didn't require much time, were easy to implement, and could be done with materials at home, but they still didn't want to do them. Some parents view preschool only as playtime and school time. This notion needs to be changed first… Mothers always participate in the family activities. If the mother can not take care of an activity, it will not be realized. Fathers are far behind in this respect. I wouldn't say that fathers don't participate at all, but I can say that the activities that take place with the participation of the father are almost non-existent."

Discussion

The study analyzed both quantitative and qualitative data to examine the effect of the Positive Thinking with Multidimensional Perspectives Program on preschool pupils' (5 years old) learning behaviors and teachers' evaluation of the program. While the effects of the program on children's learning behaviors were examined as part of the quantitative data, the teachers' observations and views of the program were evaluated as part of the qualitative data.

The impact of the program on children's learning behaviors

When the impact of the program on children's learning behaviors is examined, it can be seen that there is a statistically significant effect related to the behaviors tested with the Learning Behavior Scale. The teachers' comments also indicate that they think that developing activities on positive thinking together with a group of researchers, and sharing experiences and knowledge make the program highly qualified and effective. Therefore, it can be concluded that positive thinking activities with multidimensional perspectives positively affect children's learning behavior in the five-year-old group. According to Morherway (2020), thinking education practices in schools positively affect education behaviors. Clonan et al. (2004) suggest that a positive thinking context promotes students' well-being and positively impacts their learning behaviors. Baker et al. (2017) emphasize that incorporating positive psychology into early childhood education will improve educational quality. Seligman (2019) notes that practices implemented in schools within a positive psychology framework pave the way for a more quality learning environment and learning behaviors. Positive thinking favorably affects students' well-being, communication and interaction, and attitudes toward the school environment, positively contributing to learning (Seligman, 2019). It can be stated that these are closely related to students' motivation, perseverance, and attitude towards learning. Positive thinking practices improve children's positive outlook, enable them to be more involved in the school environment, and positively support their learning behavior (Abed, 2017; Jacques et al., 2020).

The impact of the program on subfactors

In the posttest results of the experimental group, although there are significant effects related to all three subfactors, it appears that the implemented training program has had positive effects on the attention/persistence subdimension and a positive impact on the competence and motivation subdimension. The least affected subdimension was the attitude toward learning. Teacher comments also point out that the activities draw children's attention, develop their ability to work toward a certain goal and improve their attitude toward learning. Changing the attitude requires a specific process. According to Hebb (1949), as the number of experiences shared by neurons increases, their connections become stronger. Initially, attention, interest, and motivation behaviors develop, and as experience increases, attitudes take shape (Ferrer et al., 2020; Mager, 1968).

Teachers' evaluations

When the teachers' observations and evaluations regarding the program were analyzed, the following subthemes emerged: the program is suitable for the age and developmental level of the children, it is easily applied in educational settings, the proposed materials are easily accessible/applicable, the practical activities attract the children's attention, children are willing to participate, children maintain their interest throughout the activity,

children can complete the tasks related to the practices, children cooperate and share tasks in the context of the practices and behave accordingly, children are motivated to learn (they ask questions, give examples, etc.); there is good communication/interaction among children, children attempt to find constructive solutions to problems, and in-class exercises, out-of-class practices (school trips, nature, garden, etc.) and, family participation activities can be carried out effectively. When teachers' comments are addressed in the context of these 14 subthemes, the program has received mostly positive views. However, one teacher indicated that she had had difficulty completing practices in out-of-school settings, and this was a situation she had experienced in general, not only in the context of the program. That being said, all teachers indicated that they had difficulty effectively implementing family involvement activities. Teachers explained that this situation is not due to the difficulty of implementing family involvement activities in the program but because of some parents' limited understanding of the scope of preschool education and the importance of preschool activities. Teachers' self-efficacy perceptions are related to their interactions with their students and their students' negative or positive behaviors toward school, according to Zee and Koomen (2017). In this study, teachers took an active role in the development of the program, which probably contributed positively to their readiness and effective implementation of the program in the pilot implementation studies. Shoshani & Slone (2017) found that positive psychology-based interventions for preschoolers improved preschoolers' positive learning behaviors. From the teachers' perspective, Galloway et al. (2020) and Zappala & Smyth (2021) find that practices within thinking education and positive psychology in schools produce positive behaviors related to the learning environment. Yıldız & Yılmaz (2020) find that parents' expectations in the preschool years focus mainly on social interaction based on the nursery, preparing for elementary school, and being with friends. Parents might consider preschool education as improving the kid's social skills by being with peers, meeting the child's care needs, and preparing the child for primary school by accustoming the child to the school environment, given that academic education begins in the first grade. Parents who approach it from this point of view may not make an effort to engage in domestic activities. Puccioni et al. (2020), on the other hand, find that home-based involvement of parents is positively related to children's learning behavior and even establishes a ground for primary school and future academic success. In this context, the importance of raising awareness of parental involvement in preschool education can be emphasized.

Conclusion

This study aims to investigate the effect of the Positive Thinking Program with Multidimensional Perspectives on the learning behaviour of preschool children and the teachers' evaluation of the program. As a result of this study, it was found that the program had significant effects on learning behavior. Teachers' assessments supported these findings but also stated the importance of raising awareness of parental involvement

in preschool education. From this perspective, it can be suggested that there should be a parent step in positive thinking training along with studies for teachers and students. As part of raising awareness among parents, parent education booklets can be designed, conferences can be held, television programs can be planned, brochures and booklets can be designed on the importance of family involvement in the quality and scope of preschool education.

The book which includes activities and theoretical information on positive thinking education, activities development, and implementation, and which was used in this study on a project piloted by teachers, was examined by the Northern Cyprus Board of Education and found suitable for use as a sourcebook in schools (Gür et al., 2021a; Gür et al., 2021b). The experts from this institution stated that the book is quite qualified in content and activities and expressed their suggestions to promote its use. Along with the positive feedback on Positive Thinking Program with Multidimensional Perspectives, efforts can be made to promote it further. In this context, preschool teachers can be trained, and booklets promoting the program can be published and distributed to all schools in the country.

Apart from the fact that learning behavior is essential for all levels of education, it can be suggested to develop programs and educational content for the upper levels of education (e.g., primary school, secondary school) and carry out pilot studies.

Apart from all these aspects, although positive feedback was obtained in general, it should be noted that this study was limited to a group of 160 five-year-olds and 5 preschool teachers. It can be suggested that that the current research yielded significant results as a preliminary study and that longer-term studies should be planned, not only for preschoolers but also for different age groups. For further research, we recommend longitudinal studies with larger samples.

Ethical consideration

The ethical approval required for the project was obtained from the Ethics Committee of the Cyprus International University (approval number: 100-3378). The Ministry of National Education and Culture of Northern Cyprus has sent an official letter to the schools about the implementation phases of the project. The teachers who participated in the study participated voluntarily, and the consent form was sent to the participants in the study. Consent was obtained from the school principal and parents for the information obtained from the children.

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Može li se pomoću pozitivnoga razmišljanja predvidjeti pozitivno ponašanje pri učenju kod djece predškolske dobi?

Sažetak

Cilj je ovoga istraživanja ispitati utjecaj koji Program pozitivnoga razmišljanja s višedimenzionalnim perspektivama ima na ponašanje tijekom učenja kod djece predškolske dobi (5 godina starosti) te evaluaciju programa prema mišljenju koju su dali odgajateljai. Pristupi koji se primjenjuju u Pozitivnoj psihologiji i filozofiji za djecu (P4C) poslužili su kao osnova pri osmišljavanju aktivnosti u Programu pozitivnoga razmišljanja s višedimenzionalnim perspektivama. Prakse pozitivnoga razmišljanja s višedimenzionalnim perspektivama lako se primjenjuju u radu s djecom predškolske dobi u kontekstu aktivnosti u prirodi i u području znanosti, matematike, umjetnosti, glazbe, u pričama itd. Skupina ispitanika sastojala se od petero odgajatelja koji rade u ustanovama za predškolski odgoj i 160 djece (80 ih je uvršteno u eksperimentalnu, a 80 u kontrolnu skupinu). U istraživanju je korišten eksplanatorni sekvencijalni nacrt, kao jedan od nacrta mješovitoga istraživanja. Provedena je analiza kvantitativnih podataka u obliku kvazieksperimenta s predtestom i posttestom u kontrolnoj skupini. S druge strane, kvalitativni podatci prikupljeni su na kraju obrazovnoga procesa kroz intervjue uživo s odgajateljima, u kojima su odgajatelji evaluirali program. Rezultati istraživanja pokazali su da je program imao značajan utjecaj na ponašanje pri učenju. Detaljno su obrazložene evaluacije programa prema mišljenju koje su dali odgajatelja.

Ključne riječi: *odgojitelji, obrazovanje, obrazovni programi, predškolci, pozitivno razmišljanje.*

Uvod

Pozitivno razmišljanje podrazumijeva percipiranje i evaluaciju mogućnosti i konstruktivnih rješenja u životu, čime se podiže kvaliteta života pojedinca. U ovakvome načinu razmišljanja najveći se naglasak stavlja na ono što je pozitivno. Osoba koja razmišlja na pozitivan način ne ignorira negativne situacije, no ponaša tako da pokušava doći do konstruktivnih rješenja analizirajući te iste negativne situacije. Ono što je ovdje bitno jest činjenica da se naglasak stavlja na pozitivne aspekte u životu i razvijaju se strategije kojima se poboljšava kvaliteta života. Drugim riječima, možemo puno

promišljati o negativnim događajima, no ako smo sposobni konstruktivno analizirati emocije koje osjećamo i situacije u kojima se nalazimo te ih procijeniti s različitih stajališta umjesto da osjećamo očaj, tada možemo govoriti o pozitivnom razmišljanju (Peterson, 2009; Seligman, 2012). Stil pozitivnoga razmišljanja pomaže ljudima okrenuti se kreativnim rješenjima i unaprijediti kvalitetu života tako što si postavljaju pitanja otvorenoga tipa koja im pomažu pronaći rješenja i stvoriti konstruktivne formule, umjesto da si postavljaju pitanja koja će izazvati optuživanja, negativnosti, odsutnost duhom ili bespomoćnost.

Pozitivno razmišljanje ima tri komponente: optimistične misli, nadu i samoučinkovitost (D'Souza, 2019). Karakteristika je optimističnih misli očekivanje uspjeha i pozitivnih rezultata u sadašnjosti ili budućnosti. Drugim riječima, one su individualan čin ili proizvod optimističnoga razmišljanja, punoga nade. U optimističnim se mislima općenito može uočiti pozitivno očekivanje (Seligman, 2006). Nada je pojam koji podrazumijeva pozitivno motivacijsko stanje u kojemu se energija usmjerena prema postizanju cilja i planiranje kriterija za ostvarenje cilja mogu pretočiti u riječi (Synder i sur., 2017). Samoučinkovitost opisuje vjerovanje pojedinca u vlastite sposobnosti. Podrazumijeva sposobnost da se nosimo s teškoćama i izvršavamo zadatke (Akthar, 2008). Ove tri komponente međusobno su usko povezane i izražavaju naš pogled na događaje (Snyder i sur., 2017).

Način razmišljanja utječe na emocije, a emocije utječu na strukturu mozga (Seligman i Csikszentmihalyi, 2000; Seligman, 2012; Doidge, 2019; Siegel i Bryson, 2018). Stoga se može reći da je način na koji pojedinac razmišlja faktor koji ne samo da utječe na buduće obrasce ponašanja, nego i mijenja kvalitetu života. Prema onome što navode Merzenich i Penfield (2003), misli i iskustva mijenjaju komunikaciju između neurona u mozgu, tj. između podražaja iz okoline i iskustava koja oblikuju mozak. To utječe na daljnja iskustva, što su potvrdili i rezultati njihova istraživanja (Doidge, 2019). Misli određuju sve što se percipira i razumije, a samim time i reakcije i odgovarajuća rješenja.

Trajna promjena u razmišljanju ili ponašanju naziva se učenjem. Međutim, naša trenutačna iskustva, pogled na učenje, ideje o učenju te stavovi prema učenju zasigurno utječu na proces učenja. Period ranoga djetinjstva može se opisati kao period u kojemu su djeca otvorena različitim iskustvima te se nalaze u procesu otkrivanja novih stvari.

Iskustva stečena u ranom djetinjstvu imaju značajan utjecaj na način na koji dijete uči. Tijekom učenja, u mozgu se događaju različite kemijske promjene. Učenje počinje poticajem. Poticaji se zatim grupiraju i obrađuju na različitim razinama. Rješavanje novoga problema, posjet nekome novom mjestu ili slušanje nove glazbe stimulira mozak (Erdamar Koç, 2011, str. 465). Kako navodi Hebb (1949, str. 61), tijekom učenja se spajaju novi neuroni, što je osnova promjena u ponašanju.

Istraživanja su pokazala da je pozitivno razmišljanje usko povezano s učenjem (Gilman i Huebner, 2006; Proctor i sur., 2010; Hsin-Hui i sur., 2017; Lu i sur., 2021). Promicanje pozitivnoga razmišljanja na konstruktivan način utječe na motivaciju kod djece, njihove kompetencije, ustrajnost te stav prema učenju učinkovitih vještina rješavanja problema (Peterson i Seligman, 2004; Seligman, 2005; Lu i sur., 2021).

Istraživanje

Ovo istraživanje provedeno je u skladu s prijedlozima skupine predškolskih odgajatelja koji su sudjelovali u obrazovnom programu Pozitivno razmišljanje s višedimenzionalnim perspektivama. Oni smatraju da osmišljavanje obrazovnih sadržaja prilagođenih predškolskoj dobi i provedenih s malom djecom može pozitivno utjecati na život djece općenito te smanjiti negativan utjecaj pandemije koronavirusa na djecu. Uvidjeli su da uistinu postoji potreba za takvim programom i ponudili se da budu testna skupina u slučaju provedbe istraživanja. Činjenica da su odgajatelji naglasili da na motiviranost djece, njihovu ustrajnost te posebno stavove prema učenju negativno utječe pandemija, uzeta je kao znak da je važno procijeniti ponašanje pri učenju. U suradnji s Ministarstvom nacionalnoga obrazovanja i kulture Sjevernoga Cipra, odgajatelji koji su se dobrovoljno javili za sudjelovanje u istraživanju dobili su potrebne pravne suglasnosti, a dobivena je i etička suglasnost sveučilišta na kojemu istraživači rade.

Razmišljanje iz višedimenzionalnih perspektiva

Unutar pozitivnoga razmišljanja iz višedimenzionalnih perspektiva postoji pet različitih dimenzija (Gür, 2016; Gür i sur., 2016; Gür i sur., 2017; Gür i Koçak, 2018). One su preuzete i prilagođene iz modela Suradnje za akademsko, društveno i emocionalno učenje (engl. CASEL). Taj model prikazuje pet domena socioemocionalnoga učenja za osnovnoškolsku i srednjoškolsku razinu: samosvijest, samoupravljanje, društvenu osviještenost, uspostavljanje odnosa s drugim ljudima te odgovorno donošenje odluka (Dinallo, 2016; Atwell i sur., 2022). Te dimenzije razmišljanja iz višedimenzionalnih perspektiva pojašnjene su u sljedećim odlomcima.

Prva dimenzija (Poznavanje samoga sebe): Prva dimenzija obuhvaća znanje o samome sebi i poznavanje vlastitih kvaliteta. Ona je usmjerena na upoznavanje samoga sebe i svijest o vlastitim osobinama. Znanje o samome sebi usko je povezano s time kako pojedinac u najvećoj mjeri procjenjuje vlastite vještine, znanja, sposobnosti i kreativnost. Ova dimenzija također obuhvaća način na koji djeca otkrivanu svoje osobine, ono što mogu učiniti, ono što im je teško napraviti, stvari koje vole, svoje interese, kako se smiriti kada su ljuta itd. Svijest o vlastitim osobinama kao dimenzija također je važna i u ostalim dimenzijama. Djetetove odluke o tome što će napraviti i njegovo ponašanje prema drugima pod utjecajem su upravo ove dimenzije pa je jako bitno da su djeca svjesna njezina postojanja.

Druga dimenzija (Prepoznavanje drugih): Druga dimenzija obuhvaća prepoznavanje i razumijevanje ponašanja drugih. Povezana je s utjecajem reakcija djece na drugu djecu te s empatijom kao pojmom. Stvaranje zaključaka o ponašanju drugih ljudi, pokazivanje odgovarajućih oblika ponašanja te suosjećanje s njihovim osjećajima i situacijama također pripadaju drugoj dimenziji.

Treća dimenzija (Odnosi s drugim ljudima u skupini i pripadnost skupini): Ova je dimenzija povezana s pripadnošću skupini te sposobnošću za komunikaciju i interakciju

sa skupinom. Obitelj, krug prijatelja, skupine ljudi koje se bave istim hobijima, razredi, skupine za učenje, rad u skupinama, pristanak skupine, komunikacija i interakcija unutar skupine i produktivnost unutar skupine također pripadaju trećoj dimenziji.

Četvrta dimenzija (Javna svijest): Četvrta dimenzija podrazumijeva pripadnost društvenoj/kulturnoj/velikoj skupini ili školi. Ona obuhvaća teme poput kulturoloških elemenata, perspektiva koje odgovaraju zajednici, školske kulture, svijesti o ili osjetljivosti na potrebe zajednice (npr. škole), druge zajednice (npr. potrebe životinja, ekološka osviještenost, osjetljivost na probleme starijih osoba ili osoba s invaliditetom), društva te domoljublja.

Peta dimenzija (Holistička perspektiva): Peta je dimenzija holistička perspektiva i samoostvarenje. Međukulturalno/univerzalno razmišljanje i planovi/prakse za samoostvarenje djece, tj. doprinos drugima/okolini, obuhvaćeni su ovom dimenzijom. Samoostvarenje pomaže ljudima da budu uistinu sretni. Na primjer, dječja osviještenost o poteškoćama i potrebama životinja koje žive u okolini škole tijekom zime te osmišljavanje i provedba rješenja koje mogu zadovoljiti potrebe tih životinja (npr. hodanje s transparentima po susjedstvu kako bi ljude osvijestili o tim problemima, izgradnja kućica za životinje ili ptice itd.) nalaze se u opsegu ove dimenzije. Samoostvarenje i pomaganje drugima pomažu ljudima osjetiti pravu sreću (Wiking, 2017). Iako obrazovanje pozitivno utječe na samoostvarenje, neki se ljudi mogu ostvariti i bez formalnoga obrazovanja. Samoostvarenje je moguće kada pojedinac dobro poznaje samoga sebe. Imajući to na umu, sve su dimenziju jako važne. Tijekom djetetova obrazovanja i procjene ponašanja pojedinaca u obzir bi se trebali uzeti svi aspekti.

Praktične aktivnosti Pozitivnoga razmišljanja s višedimenzionalnim perspektivama u predškolskim ustanovama

Praktične aktivnosti Pozitivnoga razmišljanja s višedimenzionalnim perspektivama se kod djece mogu lako primijeniti u sklopu aktivnosti u prirodi i iz područja znanosti, matematike, umjetnosti, glazbe itd. Aktivnosti se mogu smatrati sredstvom obrazovanja za pozitivno razmišljanje kod djece. N

ža primjer, glavna je svrha aktivnosti stvoriti okružje za razgovor, s pitanjima otvorenoga tipa nakon izrade nekoga materijala, nakon nekoga opažanja, kratke priče ili poznate igre. Aktivnosti koje se provode prije razgovora smatraju se poticajem, tj. alatom koji pomaže ljudima da razmišljaju. Prikazane aktivnosti ne moraju nužno imati složenu ili jedinstvenu strukturu. Naprotiv, preporuča se uvod u temu kroz aktivnosti koje se mogu lako provesti. Ono što je važno za učenje o tome kako se razmišlja jest kvaliteta razgovora koji će uslijediti, pri čemu se odgajatelji ne bi trebali uplitati u ideje koje iznose djeca. Ako je neophodno, mogu zaključiti razgovor pomoću pitanja otvorenoga tipa. Kako bi se definiralo značenje i svrha aktivnosti, potrebno je prvo razmisliti o onome što je cilj aktivnosti, istražiti i analizirati čimbenike koji utječu na situaciju te razmisliti o tome što se može napraviti drugačije. Od velike je važnosti dobro poznavati samoga sebe, izražavati vlastite misli, naći poveznice te razmišljati o

evaluaciji tijekom cijeloga procesa (Mert i sur., 2011). Glavni cilj nije naći istinu koja se nalazi u mislima odrasle osobe, nego iskusiti misaoni proces. Od veće je važnosti da djeca nauče kako razmišljati, nego što trebaju misliti. Drugim riječima, cilj nije pomoći djeci da razmišljaju upravo onako kako odrasli razmišljaju ili da ih imitiraju, nego je cilj kod djece razviti vještine razmišljanja.

Osnove Pozitivnoga razmišljanja s višedimenzionalnim perspektivama

Pri izradi aktivnosti za Obrazovanje za pozitivno razmišljanje korišteni su pristupi Pozitivne psihologije i filozofije za djecu (P4C). Pozitivna psihologija je znanstvena metoda koja proučava ljudske misli, emocije i ponašanja, fokusirajući se na jake strane umjesto na slabosti te naglašava ono što je pozitivno (Peterson, 2008). Radi se o novoj perspektivi i trendu u psihologiji koju je utemeljio Martin Seligman. Suprotno onome što se ranije mislilo, rješenja se javljaju kada se fokusiramo na ono što se može učiniti, na aktualne pozitivne situacije te na postojeće mogućnosti, a ne na ono što se čini negativnim i neadekvatnim/nepraktičnim. Seligman i Csikszentmihalyi (2000) su naglasili da se u pozitivnoj psihologiji radi o nadi, osobnom rastu i procvatu. Ona naglašava pozitivne situacije i utjecaje u životu, poput pozitivnih iskustava i stanja, uključujući optimistične misli, nadu i samoučinkovitost. Pozitivna psihologija obuhvaća jače strane osobnosti, sreću, zadovoljstvo životom, dobro stanje, suosjećanje, samosuosjećanje i svijest o samome sebi, samopoštovanje, samopouzdanje i nadu, tj. što sve pomaže ljudima živjeti kvalitetniji život (Ackerman, 2020). Filozofiju za djecu (P4C) osmislio je Lipman (Gür, 2011). Kada se djecu od rane dobi uči da razmišljaju, to znači da ih se odgaja u smislu razvoja znanja te moralnoga i osobnoga razvoja. Takav odgoj uključuje razvoj vještine postavljanja pitanja kod djece, zauzimanje kritičkoga stajališta, davanje alternativnih prijedloga te razmišljanje na originalan način, orijentiran na pronalaženje rješenja. Od velike je važnosti da djeca mogu obrazložiti svoja razmišljanja (objasniti zašto razmišljaju na način na koji razmišljaju i kako razmišljaju) i kroz ciljane aktivnosti povezati razmišljanje s bilo kojom domenom u vrlo ranoj dobi (Mutlu i Aktan, 2011). Prema Lipmanu (1988), taj se cilj može ostvariti jedino kroz iskustvo procesa razmišljanja. U satima filozofije za djecu, djecu se potiče da slušaju jedni druge, postavljaju pitanja te izražavaju vlastite ideje o pitanjima koja su postavljena u razgovoru (Gür, 2011). Ovakva vrsta obrazovanja pomaže djeci steći vještine neophodne za istraživanje i razmišljanje o događajima koji su direktno povezani s njihovom prošlošću, sadašnjošću i budućnošću, kroz zanimljive, maštovite i zabavne poticaje, kao što su priče i umjetnička djela (Gür, 2011b).

U tim se aktivnostima, uz pozitivno razmišljanje, naglašavaju vještine postavljanja pitanja. Sedam vodećih stručnjaka procijenilo je aktivnosti koje su izrađene za ovo istraživanje, a u skladu s njihovim mišljenjem napravljene su potrebne korekcije. Istraživanje ima za cilj ispitati utjecaj Programa pozitivnoga razmišljanja s višedimenzionalnim perspektivama na ponašanje pri učenju kod djece predškolske dobi (5 godina starosti) i evaluaciju programa prema mišljenju koju su dali odgajateljai.

Metode

Uzorak

Uzorak ispitanika sastojao se od pet odgajatelja koji rade s djecom predškolske dobi i 160 djece u dobi od pet godina – 80 ih je sačinjavalo eksperimentalnu, a 80 kontrolnu skupinu. Primijenjena je metoda svrhovitoga uzorkovanja. Održan je sastanak na kojemu su se za sudjelovanje u istraživanju dobrovoljno javili odgajatelji koji su imali barem pet godina radnoga iskustva u struci. Djeca s kojom su oni radili sačinjavala su eksperimentalnu skupinu. Među tim odgajateljima bili su i oni koji su se dobrovoljno javili samo za istraživanje, ali ne i za provedbu obrazovnoga programa (pet odgajatelja iz kontrolne skupine) te su oni nastavili raditi prema postojećem kurikulu za predškolski odgoj, a njihovi su učenici sačinjavali kontrolnu skupinu. Dob odgajatelja bila je u rasponu između 30 i 45 godina, njihovo radno iskustvo kretalo se u rasponu između 10 i 20 godina, a svi su imali diplome preddiplomskih studija te bili ženskoga spola. Smatra se da je razlog tomu činjenica da u zemlji u predškolskim ustanovama rade samo odgajateljice. Djeca koja su sačinjavala uzorak opisana su u Tablici 1.

Tablica 1

Nacrt istraživanja

U istraživanju je korištena metoda eksplanatornoga sekvencijalnog nacrta, koji pripada mješovitim istraživanjima. Eksplanatorni sekvencijalni nacrt počinje prikupljanjem i analiziranjem kvantitativnih podataka koji prvenstveno odgovaraju na pitanje postavljeno u istraživanju. Nakon toga se prikupljaju i analiziraju kvalitativni podatci, a dobiveni kvalitativni rezultati obrađuju se kako bi se potkrijepili ili objasnili kvantitativni rezultati (Creswell i Clark, 2015). Prikupljanje kvantitativnih podataka provedeno je pomoću kvazieksperimentalnoga nacrta s predtestom i posttestom u kontrolnoj skupini. S druge strane, kvalitativni podatci prikupljeni su na kraju obrazovnoga programa kroz intervjue uživo s odgajateljicama, u kojima su one evaluirale program. Intervjui su se snimali, uz pristanak sudionica. Tijekom intervjua, prvi je istraživač bilježio mišljenja odgajateljica o programu koji su provodile, koristeći nestrukturirana pitanja otvorenoga tipa, dok je drugi istraživač imao ulogu izvjestitelja. U skladu s etičkim postupcima, imena odgajateljica kodirana su kao T1, T2 itd.

Mjerenja

Skala ponašanja pri učenju kod djece predškolske dobi (PLBS)

Ponašanje pri učenju evaluirano je pomoću turske verzije Skale ponašanja pri učenju kod djece predškolske dobi (Veziroğlu Çelik i Acar, 2018). Konfirmatorna faktorska analiza za turski oblik ove skale potvrdila je da postoji model koji se sastoji od tri faktora ($\chi 2 = 699{,}443$ ($p < ,001$), CFI = 0,95, RMSEA = ,07 (od ,07 do ,09 pri 90 % CI)) te WRMR = 1,20 (Veziroğlu Çelik i Acar, 2018). Skala se sastoji od triju podskala: Kompetencije/Motivacija (npr., „Zainteresiran/a je za aktivnosti"); Pažnja/

Ustrajnost (npr., „Ne pokazuje puno odlučnosti u odrađivanju aktivnosti, lako odustaje (obrnuta tvrdnja)") te Stav prema učenju (npr. „Surađuje u grupnim aktivnostima"). Ova Likertova skala od tri stupnja sastoji se od 29 stavki. Obrnute tvrdnje također su uključene u skalu. Odgajateljice su popunile skalu i odabrale opcije „najčešće je istina" (2), „ponekada je istina" i „nije istina" (McDermott, Leigh, i Perry, 2002).

Obrazovni program pozitivnoga razmišljanja s višedimenzionalnim perspektivama

Kako bi mogli izraditi program, odgajateljice su prošle edukaciju u kojoj su naučile kako osmisliti aktivnosti pozitivnoga razmišljanja, a zatim su provedene studije o izradi aktivnosti. Izrađena je baza aktivnosti koje će se u programu provoditi te je sedam vodećih stručnjaka u tom području dalo svoje mišljenje o aktivnostima. Svi su stručnjaci odobrili 47 od 64 aktivnosti. Dvoje stručnjaka predložilo je korekcije samo jedne aktivnosti te je ona promijenjena u skladu s njihovim sugestijama. Nakon toga je u program uključeno 48 aktivnosti. Naglasak je stavljen na poučavanje pozitivnoga razmišljanja kroz aktivnosti u području umjetnosti, jezika, sporta, promatranja tijekom putovanja, igara, kazališta i glazbe, što je omogućilo raznolikost aktivnosti. Elementi koji su integrirani u program bili su razmišljanje u kontekstu pitanja i poddimenzije višedimenzionalne perspektive. Predviđeno vrijeme trajanja svake aktivnosti bilo je 20 do 30 minuta. Aktivnosti su se provodile četiri dana u tjednu tijekom razdoblja od 12 tjedana. Nakon provedbe, program je objavljen i u tiskanom obliku i kao e-knjiga te je na taj način postao dostupan odgajateljima koji rade s djecom predškolske dobi u Sjevernom Cipru, uz suglasnost Odbora za obrazovanje (Gür i sur., 2021). Tijekom procesa izrade aktivnosti, svaka je aktivnost osmišljena na temelju rezultata istraživanja, kako bi se promicalo pozitivno razmišljanje i dobrostanje. Naglašeno je obrazovanje za pozitivno razmišljanje kroz raznolike aktivnosti, kao što su umjetnost, jezici, sport, promatranje na ekskurzijama, igre, drama i glazba. Imajući na umu činjenicu da se ponavljanjem jačaju veze između neurona u mozgu (Hebb, 1949; Siegel i Bryson, 2018), svaka se tema postupno razvijala, a aktivnosti su bile usmjerene na obradu različitih aspekata svake teme tijekom različitih dana u tjednu. Na primjer, u sklopu teme Zdrava prehrana, glavni je cilj bio podići svijest o zdravoj prehrani. Ova je tema obrađena kroz različite aktivnosti: razgovor o zdravim prehrambenim navikama; korištenje priča i pitanja otvorenoga tipa; igru sa slikama zdravih obroka; pripremu zdravih obroka i piknik u vrtu; pružanje važnih informacija obiteljima; pripremu zdravih obroka s obitelji kod kuće; slikanje hrane i izradu albuma koji su djeca donijela u školu i pokazala prijateljima te poticanje djece da u školi razgovaraju o svojim omiljenim zdravim obrocima. Sljedeći je cilj bio pomoći im da zavole zdrave obroke umjesto nezdrave hrane kroz praksu i ponavljanje te da postanu vješti u pripremi jednostavnih zdravih obroka od voća i povrća. Na taj se način djeci pomaže uklopiti znanje u svakodnevni život. Teme koje su se obrađivale u sklopu aktivnosti bile su:

- Zdrav život (2 tjedna)
- Priroda i ekološka osviještenost (2 tjedna)

- Ljubav prema životinjama (1 tjedan)
- Prepoznavanje emocija (1 tjedan)
- Upravljanje negativnim emocijama (1 tjedan)
- Snage osobnosti (3 tjedna)
- Svijest o prijateljstvu, pomaganje i doprinos zajednici (2 tjedna).

Intervjui uživo

Intervjui uživo provedeni su sa svakom odgajateljicom, a planirano im je trajanje bilo 60 minuta. Intervjui su snimani i kasnije transkribirani. Tijekom intervjua od odgajateljica se tražilo da evaluiraju metodu Obrazovanja za pozitivno razmišljanje s višedimenzionalnim perspektivama, koju su pokusno izvodile u svojim obrazovnim skupinama. Intervjui su provedeni pomoću nestrukturiranih pitanja otvorenoga tipa, koja su se mijenjala tijekom intervjua. Cilj je bio da se sudionice osjećaju ugodno te pruže objašnjenja i navedu primjere.

Analiza podataka

Planirana je usporedba rezultata koje su djeca u kontrolnoj i u eksperimentalnoj skupini ostvarila na predtestu i posttestu, kako bi se testirao utjecaj obrazovnoga programa. Provedeno je testiranje normalne distribucije uzorka prije usporedbe rezultata na predtestu, posttestu i testu retencije znanja unutar Skale ponašanja pri učenju kod djece predškolske dobi, kod sudionika u kontrolnoj i u eksperimentalnoj skupini. Rezultati su testirani pomoću QQ ploče i vrijednosti asimetričnosti i spljoštenosti te se pokazalo da imaju normalnu distribuciju. Seçer (2015) je analizirao pretpostavku normalne distribucije i vrijednosti asimetričnosti i spljoštenosti kako bi ju mogao preciznije odrediti. Kada su vrijednosti asimetričnosti i spljoštenosti između +1,50 i -1,50, Tabachnick i Fidell (2013) smatraju da je normalna distribucija postignuta. Analize su pokazale da su varijable bile unutar određenih raspona, nije bilo ekstremnih vrijednosti, zadovoljena je hipoteza o normalnoj distribuciji te je postignuta primjenjivost parametrijskih testova. U tom smislu, odlučeno je da će se provesti parametrijski test, t-test. Uz to, izračunat je i faktor učinka kako bi se odredila učinkovitost obrazovnoga programa. U Tablici 2 prikazane su informacije o analizama normalnosti podataka u skali.

Tablica 2

Provedena je analiza sadržaja na kvalitativnim podatcima dobivenima iz opažanja i evaluacija prema mišljenju koju su dale odgajateljica. Kod evaluacije programa prema mišljenju koju su dale odgajateljica, postavljena su dva pitanja: „Što su bili pozitivni aspekti programa?" i „Na koje ste poteškoće naišli tijekom provedbe programa?". Prvo su dva stručnjaka zapisala podatke i zasebno ih analizirali. Utvrđene su podteme. Provjerena je pouzdanost ocjenjivača te je određen postotak suglasja između dva stručnjaka. U tu je svrhu korištena formulacija Pouzdanost = Suglasje/ (Slaganje + Neslaganje) (Miles i Huberman, 2016). Izračunato je da je postotak suglasja 96. Zatim je

pripremljen obrazac evaluacije za odgajateljice, koji se sastojao se od navedenih podtema. Odgajateljice su popunjavale obrazac stavljajući znak (+) za potvrdan odgovor ili (-) za negativan odgovor. Obrazac je korišten kao potvrda prvih evaluacija. Potrebno je dodati da se u primjerima komentara odgajateljica koriste navodnici.

Rezultati

U Tablici 3 prikazani su rezultati srednjih vrijednosti rezultata koje su sudionici u istraživanju ostvarili na predtestu.

Tablica 3

Kako se može vidjeti u Tablici 3, izračunato je da su srednje vrijednosti rezultata sudionika na predtestu Skale ponašanja pri učenju bile 0,666 u kontrolnoj skupini te 0,667 u eksperimentalnoj skupini. Rezultati t-testa za nezavisne uzorke nisu pokazali statistički značajnu razliku između tih dviju skupina ($p = 0,990$). U ovome kontekstu, može se uočiti da su eksperimentalna i kontrolna skupina imale slične rezultate. Tablica 4 prikazuje jesu li prosječni rezultati sudionika na posttestu i predtestu pokazali razliku između kontrolne i eksperimentalne skupine. Ako se analiziraju rezultati kontrolne i eksperimentalne skupine na predtestu i posttestu, može se uočiti da u kontrolnoj skupini ne postoji značajna razlika ($p = 0,598$) između rezultata na predtestu ($X = 0,666$) i posttestu ($X = 0,686$). U eksperimentalnoj skupini, uočena je značajna razlika ($p < 0,05$) između rezultata na predtestu ($X = 0,667$) i posttestu ($X = 1,67$). Rezultati pokazuju da je obrazovni program imao pozitivan utjecaj na ponašanje pri učenju. Izračunato je da su srednji rezultati sudionika na posttestu u Skali ponašanja pri učenju bili 0,686 u kontrolnoj skupini te 1,67 u eksperimentalnoj skupini, kako je prikazano u Tablici 6. Rezultati t-testa za nezavisne uzorke pokazali su statistički značajnu razliku između ovih dviju skupina ($p < 0,05$). Takav se rezultat može uzeti kao daljnji dokaz učinkovitosti obrazovnoga programa. Izračunat je faktor učinka za relevantne varijable, a rezultat (Eta vrijednost = 0,857) pokazao je da je veličina učinka imala visoku vrijednost (Seçer, 2015). Ovaj rezultat upućuje na zaključak da je utjecaj obrazovnoga programa na ponašanje pri učenju kod djece u eksperimentalnoj skupini bio relativno velik.

Tablica 4

Kako se može vidjeti u Tablici 4, kada se usporede rezultati posttesta eksperimentalne i kontrolne skupine na podfaktorima Skale ponašanja pri učenju, jasno je da postoji značajna razlika kod svih triju faktora ($p < 0,005$). Ovaj rezultat pokazuje da je obrazovni program imao pozitivan utjecaj na sve poddimenzije ponašanja pri učenju.

Tablica 5

Kako se može vidjeti u Tablici 5, analizom rezultata na posttestu na podfaktorima Skale ponašanja pri učenju kod eksperimentalne skupine utvrđeno je da se sva tri faktora značajno međusobno razlikuju ($p < 0,005$). Taj rezultat pokazuje da je obrazovni

program imao najpozitivniji utjecaj na drugu poddimenziju ponašanja pri učenju – kontinuitet pažnje (X = 1,82), a zatim i na prvu poddimenziju – kompetenciju i motivaciju (X = 1,68). U usporedbi s ostalim podfaktorima, obrazovni program imao je najmanji utjecaj na treći podfaktor, stav prema učenju (X = 1,54).

Tablica 6

Kako se može vidjeti u Tablici 6, usporedba rezultata na posttestu (X = 1,67) i rezultata na testu retencije znanja (X = 1,68) u eksperimentalnoj skupini (nakon osam tjedana) pokazala je da se rezultati ponašanja pri učenju ne razlikuju (p = 0,998). Taj rezultat pokazuje da je promjena u ponašanju pri učenju stalna i da se vremenom nije promijenila.

Tablica 7

Kako je prikazano u Tablici 7, tijekom analize opažanja odgajateljica i evaluacija programa koji provode u radu sa svojim obrazovnim skupinama, a s obzirom na kriterije prikazane u tablici, jasno se može vidjeti da odgajateljice smatraju da je program primjenjiv. Međutim, nailaze na probleme povezane s uključivanjem obitelji u aktivnosti. U daljnjem tekstu navedena su neka opažanja i evaluacije odgajateljica o procesu provedbe obrazovnoga programa:

„… Program je kvalitetan jer smo prošli edukaciju o temi prije početka njegove provedbe i kao skupina izradili aktivnosti uz pomoć istraživača, dijeleći svoja iskustva i znanje. Budući da smo mi, kao odgajatelji, uzeli u obzir aspekt prakse dok smo izrađivali aktivnosti, mogli smo lako program provesti i unutar i izvan učionice. Materijali su bili otvorenoga tipa te smo im lako mogli pristupiti i koristiti ih, besplatno, a često su se mogli koristiti na različite načine. Nismo imali problema s praktičnom provedbom jer poznajemo djecu s kojom radimo, kao i njihove razvojne karakteristike, njihove obrazovne potrebe te znamo kako im privući pažnju. Nismo imale poteškoća s tim stvarima tijekom provedbe u praksi… Meni je najteži dio bila praktična provedba izvan učionice i aktivnosti koje su zahtijevale uključenost obitelji. Praktične aktivnosti izvan učionice bile su problem jer neki roditelji nisu bili skloni izletima izvan predškolske ustanove i koristili su COVID kao izgovor. Zbog toga sam morala otkazati aktivnost koja uključuje promatranje prirode, procjenu viđenoga i mogućnosti primjene viđenoga u drugim područjima. Umjesto toga proveli smo slično istraživanje u vrtu predškolske ustanove…"

„… Djeci su se svidjele praktične aktivnosti i dobro su se zabavili. Njihov interes, sposobnost suradnje kako bi se ostvario zajednički cilj, dobra međusobna komunikacija… to su uistinu pozitivni ishodi. I ja sam se dobro zabavila s njima tijekom praktičnoga dijela. Njihova pozitivna energija pretočila se i na mene. U mojoj obrazovnoj skupini postoji dvoje djece koja su ranije imala probleme s prilagodbom. Međutim, zahvaljujući upravo praktičnim aktivnostima, oni su se lako uklopili u rad skupine i dobro prilagodili. Sada im je užitak sudjelovati u njima. U učionicama je komunikacija i interakcija između djece odlična. Odlično sudjeluju u grupnom radu… Kako im pažnju uglavnom privlači sadržaj, mogu

reći da je i njihova želja za učenjem veća. Bolje poznaju sami sebe i ono što žele. Mogu reći da imaju više razumijevanja za svoje prijatelje. Postavljaju pitanja, navode primjere i daju sugestije. Raspravljali su o tome kako pomoći prijatelju čiji se papir neki dan poderao tijekom izrade likovnoga rada. Umjesto da su se pitali tko je odgovoran za kidanje papira, kako bi iznervirano učinili ranije, sada su se usredotočili na pronalaženje rješenja za taj problem. Na kraju sam primijetila da su ga riješili tako što su preokrenuli papir, izrezali komad drugoga papira i zalijepili ga na stražnju stranu crteža. Nisam uopće trebala intervenirati. Za mene je to bio najvrjedniji ishod učenja…"

„… Program je uistinu dobar. Razvili smo ga zajedno kroz razmjenu mišljenja, evaluacije i zajedničke prijedloge. Međutim, željela bih reći da sam u potpunosti nezadovoljna s aktivnostima koje zahtijevaju uključenost obitelji, čemu je u literaturi pripisana velika važnost i čime smo htjeli kroz ovaj program ostvariti trajni učinak. Imala sam vrlo znatiželjnih roditelja s kojima sam ostvarila odlične rezultate, no također sam imala i one koji uopće nisu sudjelovali. Što je najvažnije, razgovarala sam sa svakim od njih pojedinačno, kako bih razumjela što je razlog tomu. Neki su rekli da nisu imali vremena, dok su neki rekli da je vrijeme koje djeca provede u predškolskoj ustanovi sasvim dovoljno, s obzirom na to da su predškolci. Bilo je i roditelja koji su rekli: „On/ona je premlad/a, ne želim se sada već uključivati." Također je bilo i onih koji su rekli da se ne mogu trenutačno usredotočiti na djecu jer su upravo ostali bez posla. Jedan je roditelj otvoreno rekao: „Imam dvoje djece, a drugo je u osnovnoj školi i već ima previše zadaće. Ne mogu se uključiti i u aktivnosti ovoga djeteta." Spomenute aktivnosti nisu zahtijevale puno vremena, bilo ih je lako provesti i mogle su se odraditi sa svim materijalima koje već imamo kod kuće, no ipak nisu željeli sudjelovati u njima. Neki roditelji smatraju predškolsku fazu samo igrom i vremenom koje se provodi u predškolskoj ustanovi. Prvo treba te percepcije promijeniti… Majke uvijek sudjeluju u aktivnostima u kojima se traži uključenost obitelji. Ako majka ne može sudjelovati, aktivnost se neće odraditi. Očevi u ovom pogledu jako zaostaju. Ne bih rekla da očevi uopće ne sudjeluju, no mogu reći da aktivnosti koje se provode uz sudjelovanje oca skoro i ne postoje."

Rasprava

U istraživanju su analizirani i kvantitativni i kvalitativni podatci kako bi se ispitao utjecaj Programa pozitivnoga razmišljanja s višedimenzionalnim perspektivama na ponašanje pri učenju kod djece predškolske dobi (5 godina starosti) i evaluacije programa koju su dale odgajateljica. Dok se utjecaj programa na ponašanje pri učenju kod djece ispitivao kao dio kvantitativnih podataka, opažanja i mišljenja odgajateljica o programu analizirala su se kao dio kvalitativnih podataka.

Utjecaj obrazovnoga programa na ponašanje pri učenju kod djece

Kada se analizira utjecaj programa na ponašanje pri učenju kod djece, može se uočiti da postoji statistički značajan utjecaj povezan s ponašanjem testiranim pomoću Skale ponašanja pri učenju. Komentari odgajateljica također pokazuju da smatraju da je

program učinkovit i kvalitetan jer su u suradnji s istraživačima izrađivali aktivnosti kojima se promiče pozitivno razmišljanje te međusobno dijelili znanja i iskustva. Stoga se može zaključiti da aktivnosti pozitivnoga razmišljanja s višedimenzionalnim perspektivama pozitivno utječu na ponašanje pri učenju kod djece u dobi od 5 godina. Prema Morherwayu (2020), praktične aktivnosti koje potiču razmišljanje i koje se provode u školi pozitivno utječu na ponašanje u obrazovnom procesu. Clonan i sur. (2004) smatraju da kontekst pozitivnoga razmišljanja potiče dobrostanje učenika i pozitivno utječe na njihovo ponašanje pri učenju. Baker i sur. (2017) naglašavaju da uključivanje pozitivne psihologije u rano obrazovanje može poboljšati kvalitetu obrazovnoga procesa. Seligman (2019) navodi da praktične aktivnosti koje se provode u školi u okviru pozitivne psihologije otvaraju put ka kvalitetnijem okružju za učenje i ponašanje pri učenju. Pozitivno razmišljanje dobro utječe na dobrostanje učenika, komunikaciju i interakciju, stavove prema školskom okružju te pozitivno utječe na učenje (Seligman, 2019). Može se reći da je sve navedeno usko povezano s motivacijom, ustrajnošću i stavom prema učenju kod učenika. Praktične aktivnosti pozitivnoga razmišljanja kod učenika razvijaju pozitivan pogled na svijet, omogućavaju im da se više uključe u školsko okružje te pozitivno utječu na njihovo ponašanje pri učenju (Abed, 2017; Jacques i sur., 2020).

Utjecaj programa na podfaktore

U rezultatima posttesta kod eksperimentalne skupine, iako postoji značajan utjecaj na sva tri podfaktora, može se uočiti da je provedeni obrazovni program imao pozitivan utjecaj na poddimenziju Pažnja/Ustrajnost, kao i pozitivan utjecaj na poddimenziju Kompetencija i motivacija. Poddimenzija na koju je ostvaren najmanji utjecaj bila je Stav prema učenju. U komentarima odgajateljica također se ističe da su aktivnosti privukle pažnju djece, razvile njihovu sposobnost da rade na postizanju određenoga cilja i pomogle im poboljšati stav prema učenju. Promjena stava zahtijeva specifičan proces. Prema Hebbu (1949), kako se broj iskustava koje neuroni dijele povećava, njihove veze postaju jače. Prvo se razvijaju pažnja, interes i motivacija, a kako se iskustvo povećava, oblikuju se i stavovi (Ferrer i sur., 2020; Mager, 1968).

Evaluacije prema mišljenju koje su daleodgajateljicae

Kada su analizirana opažanja odgajateljica i njihove evaluacije programa, pojavile su se sljedeće podteme: program je prilagođen dobi i razvojnoj fazi djece; program se lako primjenjuje u obrazovnom okružju; predloženi materijali lako su dostupni i primjenjivi; praktične aktivnosti privlače pažnju djece; djeca su voljna sudjelovati; djeca održavaju interes kroz aktivnosti; djeca mogu dovršiti zadatke povezane s praktičnim aktivnostima; djeca surađuju i dijele zadatke u sklopu praktičnih aktivnosti i ponašaju se u skladu s tim; djeca su motivirana za učenje (postavljaju pitanja, daju primjere itd.); postoji komunikacija/interakcija između djece; djeca pokušavaju naći konstruktivna rješenja za probleme, a zadatci u učionici, izvan učionice (na izletima, u prirodi ili

u vrtu itd.) i aktivnosti u kojima sudjeluje obitelj mogu se učinkovito provesti. Kada se pregledaju komentari odgajateljica u kontekstu ovih 14 podtema, može se uočiti da je program dobio uglavnom pozitivna mišljenja. Međutim, jedna je odgajateljica navela da je imala problema s provedbom aktivnosti izvan predškolske ustanove, što je bila uobičajena situacija, a ne problem koji se pojavio samo tijekom provedbe ovoga programa. Uz tu napomenu, može se reći da su sve odgajateljice navele probleme s uspješnim uključivanjem roditelja u aktivnosti. Objasnile su da razlog tome ne leži u teško provedivim aktivnostima u koje se roditelji trebaju uključiti, nego u tome što neki roditelji imaju ograničeno poimanje predškolskoga odgoja i obrazovanja i ne shvaćaju važnost aktivnosti koje se unutar njega provode. Percepcije nastavnika i odgajatelja o vlastitoj samoučinkovitosti povezane su s njihovom interakcijom s djecom i dječjim pozitivnim ili negativnim ponašanjem prema školi, kako navode Zee i Koomen (2017). U ovome istraživanju odgajateljice su preuzele aktivnu ulogu u izradi programa, što je vjerojatno pozitivno utjecalo na njihovu spremnost i učinkovitu provedbu programa u pokusnom istraživanju. Shoshani i Slone (2017) su ustanovili da su intervencije kod djece predškolske dobi temeljene na pozitivnoj psihologiji poboljšale njihova pozitivna ponašanja pri učenju. Gledajući iz perspektive nastavnika, Galloway i sur. (2020) i Zappala i Smyth (2021) došli su do saznanja da praktične aktivnosti koje se provode u sklopu obrazovanja za razmišljanje i pozitivne psihologije u školama vode k pozitivnom ponašanju povezanom s okružjem u kojemu se odvija proces učenja. Yıldız i Yılmaz (2020) došli su do saznanja da se očekivanja roditelja od djece predškolske dobi uglavnom svode na društvenu interakciju u vrtiću, pripremu za osnovnu školu te provođenje vremena s prijateljima. Roditelji možda smatraju da predškolsko obrazovanje poboljšava društvene vještine djece jer provode vrijeme s vršnjacima, zadovoljava njihove potrebe za brigom i njegom te priprema djecu za polazak u osnovnu školu tako što ih privikava na školsko okružje, ako akademsko obrazovanje počinje u prvom razredu. Roditelji koji imaju ovakva stajališta vjerojatno se neće potruditi i sudjelovati u aktivnostima s djecom kod kuće. S druge strane, Puccioni i sur. (2020) smatraju da uključivanje roditelja u aktivnosti koje djeca provode kod kuće pozitivno utječe na ponašanje pri učenju kod djece te čak postavlja osnove za akademski uspjeh u osnovnoj školi i daljnjem obrazovanju. U ovome kontekstu potrebno je naglasiti važnost podizanja svijesti o uključenosti roditelja u predškolsko obrazovanje.

Zaključak

Ovo istraživanje ima za cilj ispitati utjecaj Programa pozitivnoga mišljenja s višedimenzionalnim perspektivama na ponašanje pri učenju kod djece predškolske dobi i evaluacije programa prema mišljenju koju daju odgajateljicae. Kao rezultat istraživanja, pokazalo se da je program imao značajan utjecaj na ponašanje pri učenju. Evaluacija prema mišljenju koju su dale odgajateljicae ide u prilog ovim rezultatima, no također upućuje i na važnost podizanja svijesti o potrebi uključivanja roditelja u predškolski odgoj i obrazovanje. Iz ove perspektive može se predložiti i edukacija

roditelja u području pozitivnoga razmišljanja, usporedo s istraživanjima koja se provode na uzorku koji sačinjavaju odgajatelji i djeca. Kao mogući oblici podizanja svijesti među roditeljima, mogle bi se izraditi edukativne brošure, održati konferencije, planirati TV emisije te izraditi brošure i knjižice o važnosti uključivanja obitelji u domeni predškolskoga odgoja i obrazovanja.

Knjigu koja sadrži aktivnosti i teorijske informacije o obrazovanju za pozitivno razmišljanje i opisuje postupak izrade aktivnosti i njihovu provedbu, a koja je korištena u ovome istraživanju o projektu koji su pokusno proveli odgajatelji, analizirao je Odbor za obrazovanje Sjevernoga Cipra te ju ocijenio pogodnim priručnikom za korištenje u školama (Gür i sur., 2021a; Gür i sur., 2021b). Stručnjaci iz ovoga Odbora naveli su da knjiga ima kvalitetan sadržaj i aktivnosti te preporučili njezinu daljnju promidžbu. Uz pozitivnu povratnu informaciju o Programu pozitivnoga razmišljanja s višedimenzionalnim perspektivama, mogu se uložiti napori za njegovu daljnju provedbu. U ovome bi se kontekstu moglo educirati odgajatelje, objaviti knjižice koje promoviraju program i podijeliti ih u svim obrazovnim ustanovama u zemlji.

Osim činjenice da je ponašanje pri učenju jako važno na svim razinama obrazovanja, može se istaknuti da je potrebno izraditi programe i obrazovne sadržaje za više razine obrazovanja (npr. osnovnu i srednju školu) i provesti pokusno istraživanje.

Uz sve navedeno, iako je dobivena općenita povratna informacija, treba napomenuti da je ovo istraživanje ograničeno na skupinu od 160 djece u dobi od 5 godina i na 5 odgajatelja. Može se reći da je ono dovelo do značajnih rezultata kao preliminarno istraživanje te da bi se trebala planirati dugotrajnija istraživanja, ne samo na uzorku djece predškolske dobi, nego i na različitim dobnim skupinama. Predlažemo da se u budućnosti provedu longitudinalna istraživanja na većim uzorcima ispitanika.

Etička razmatranja

Potrebno etičko odobrenje za provedbu projekta dobiveno je od Etičkoga povjerenstva Međunarodnoga Sveučilišta u Cipru (broj odobrenja: 100-3378). Ministarstvo nacionalnoga obrazovanja i kulture Sjevernoga Cipra poslalo je službeni dopis predškolskim ustanovama o provedbi faza projekta. Odgajateljice koje su sudjelovale u istraživanju učinile su to dobrovoljno, a obrazac za suglasnost poslan je svim sudionicima u istraživanju. Dobivena je suglasnost ravnatelja predškolskih ustanova i roditelja, za informacije koje su bile potrebne o djeci.

Zahvala

Ovo istraživanje provedeno je kao dio projekta Umjetnost sreće: pozitivno razmišljanje i subjektivno dobrostanje u predškolskom projektu (Br. projekta: UMK-202101), a financirali su ga Komisija za borbu protiv droge Vlade Sjevernoga Cipra, Odjel za zajedničko djelovanje Ministarstva nacionalnoga obrazovanja i kulture Sjevernoga Cipra i Međunarodno sveučilište u Cipru kao projektni partneri.