

The Psychological Flow and Its Relation to Psychological Happiness and Anger Management of Female Workers in Jordanian Private Universities

Dr. Mohammad Shaban Alsmadi¹ *, Aya Mostafa Tawfeeq Abu Rumman², Dr. Moh'd Abdel Karim Albdour³

^{1,2,3}*Faculty of Educational Sciences, Irbid National University, Irbid, Jordan.*

*Corresponding Author Email: m.alsmadi@inu.edu.jo¹
a.aburumman@inu.edu.jo², m.albdour@inu.edu.jo³

Abstract

The study aimed to clarify the relation of psychological flow with its dimensions (clear goals, unambiguous feedback and losing self-awareness) to psychological happiness and anger management of the female workers in Jordanian private universities. The study community included Jordanian private universities. The study followed the descriptive analytical approach. The questionnaire was used to collect the study data. The study sample included 19 Jordanian private universities and 332 female workers. The sample was randomly taken, and the respondents were 307. The Statistical Package for the Social Sciences (SPSS) was used to analyze the study data. The study had some results, the most important of which is having a statistical significance between psychological flow and psychological happiness and anger management of female workers. The determination coefficient $R^2=85.6\%$. The study included some recommendations among of which: working on making a plan for achieving the aimed goals accurately and clearly, along with performing tasks according to the available resources inside the university. This is done by letting the workers participate in courses and workshops about time management and goal planning, and giving them the chance to apply these courses during their work.

Keywords: Psychological flow, Psychological Happiness, Anger Management, Jordanian Private Universities.

1. Introduction

The psychological flow promotes the positive aspects in the characters of female workers in universities, which in turn is reflected from a self-experience when student acts on his own automatically without previous planning. Individuals differ in the level of their psychological flow. This is what makes them distinguished from each other, and it is reflected positively on their acts and behaviors (Alzaghul and Garala, 2024). The psychological flow formulates of the total integration of female workers in the works they perform regardless of the time and space taken. This is what has made it an important concept in the modern curricula (Ghazi et al., 2024).

Psychological happiness is also an emotive feeling resulted from satisfying the self-desires and goals aimed to be achieved by the female workers. This feeling is also traced by its effect on their characters such as their independence, their ability of making the right decisions due to their confidence and their estimation of the situations according to social standards. This feeling can

also develop their psychological emotions and make them feel happier and more optimistic toward life situations (Alakashi, 2024). Happiness and values both participate in meeting the individual's basic humanistic needs in order to be able to coexist peacefully in society because happiness, from a social scope, is the sound feeling and following the religious values, for good health, balanced food, and the social intelligence affect psychological happiness.

Anger management means the correct and positive anger handling. This is done by alleviating the intensity of psychological emotions that occur during anger-bringing situations, without being suppressed or ignored because the individual cannot avoid all the effecting factors and situations that provoke him, or even avoid the people who provoke him. He then must train himself on handling and controlling his feeling in the hard and critical situations (Amteer, et al., 2021). Anger is a strong reaction to unbelieving external factors that can be positively or negatively according to the individual's ability and self-training of anger control. The individual's inability to face his anger leads to unsatisfactory reactions toward the surrounding society, as women are more effective in anger management than men (Ali, 2021).

1.1 Statement of the Problem and Study Questions

Psychological happiness is the main outlet to anger management because it represents the positive feeling that can push the individuals toward the positive behavior because of their inner satisfaction. This is resulted from the self-training of anger management, negative emotion control, and alleviating it. This helps in raising the individual's morals and spirits due to gaining happiness, which is the feeling aimed by the majority of individuals. The female workers in the private universities deal with a huge number of students, which is reflected in their many emotional reactions that can stir their anger. This requires from them to control their emotions, and promote their psychological happiness in order to create the positive psychological flow that can reflected in limiting the negative emotions that others may have. Thus, the study problem can be summarized through this main question:

What is The Relation of the Psychological Flow With its Dimensions (clear goals, unambiguous feedback, losing self-awareness) to Psychological Happiness and anger Management of Female Workers in Jordanian Private Universities?

and from this question, the research has the following sub-questions:

1. What is the level of the psychological flow with its dimensions (clear goals, unambiguous feedback, losing self-awareness) to psychological happiness and anger management of female workers in Jordanian private universities?
2. Are there any statistical differences of psychological happiness and anger management that can be attributed to the demographic variables (age, years of experience, the qualification, profession) of the female workers in Jordanian private universities?

3. What is the relationship of the psychological flow with its dimensions (clear goals, unambiguous feedback, losing self-awareness) to psychological happiness and anger management of female workers in Jordanian private universities?

1.2 Study Objectives

The study aims to clarify the relationship of the psychological flow with its dimensions (clear goals, unambiguous feedback, losing self-awareness) to psychological happiness and anger management of female workers in Jordanian private universities, and the level of the psychological flow and happiness and anger management of female workers and to clarify the reaction of the psychological flow dimensions to psychological happiness and anger management.

1.3 Significance of the Study

The significance of this study lies through highlighting the concepts of psychological flow, psychological happiness, and anger management and then redefine them according to the latest studies that discussed them, for this study is considered as a reference for the researchers to spring from to future studies and enrich the Arab library with new studies, in addition to presenting and providing recommendations that can help the female workers in the private universities and the other similar environments in anger management and controlling its causes, limiting its negative outcomes and building the psychological happiness that can be reflected on the positive behaviors of female workers, as well as setting the new orientations that can promote the relation of the psychological flow to the psychological happiness and anger management.

1.4 Study Model and Hypotheses

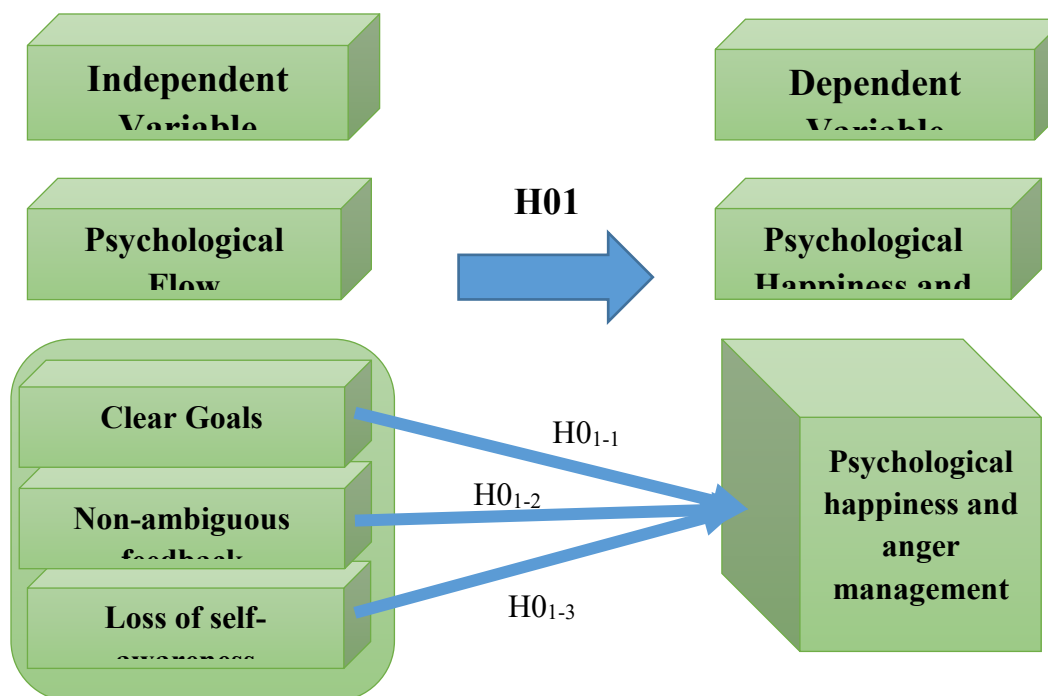


Figure 1. Study Model

The First Main Hypothesis H01:

There is no Statistical Relationship at the level ($\alpha \leq 0.05$) of The Psychological flow with its Dimensions (Clear Goals, Unambiguous Feedback, Losing Self-awareness) to Psychological Happiness and Anger Management of Female Workers in Jordanian Private universities.

Thus, the following sub-hypotheses are derived from this main hypothesis:

H01.1: There is no statistical indication at the level ($\alpha \leq 0.05$) of the clear goals related to psychological happiness and anger management of female workers in Jordanian private universities.

H01.2: There is no statistical indication at the level ($\alpha \leq 0.05$) of the unambiguous feedback related to psychological happiness and anger management of female workers in Jordanian private universities.

H01.3: There is no statistical indication at the level ($\alpha \leq 0.05$) of losing self-awareness related to psychological happiness and anger management of female workers in Jordanian private universities.

1.5 Study Terminology

The study includes the following terms:

1- Psychological Flow: it is the emotional state that happens due to an individual's integration in performing his tasks totally, when the psychological skills are balanced with his tasks (Khashaba, 2017).

The researcher defines it procedurally as: the positive reflection of the emotional state of female workers in Jordanian private universities during their professional performance, ignoring the self-requirements, and indulging in work more than anything else, and ignoring the time and place because of the total integration in the work.

Clear Goals: it means the self-planning set by the individual to achieve applicable and measurable goals in a particular period of time. The clear goal provokes the motivational value of the individual to achieve his goals.

Unambiguous Feedback: it is the set of recommendations and suggestions and requirements related back to the source and that are beneficial to solve the errors, correct the mistakes, develop performance, and measure the appropriateness of the achieved work to the required goal (Wikipedia, 2024)

losing Self-awareness: when the individual does not respond to the effecting factors around him (Altibbi, 2024).

2. Psychological Happiness: it refers to the acts that reflect the individual's satisfaction of his life in general (Samawi and Shaheen, 2019).

And the researcher defines it procedurally: it is the satisfaction degree of female workers with what they perform in the university.

3. Anger Management: it is a psychological process done by the individual to prevent or control anger, and learning how to overcome or alleviate the sense of depression and helplessness that an individual may have (Wikipedia, 2024).

1.6 Limitations of the Study

The study included the following limits:

The Objective limits: the study was limited to studying the relation of the psychological flow with its dimensions (clear goals, unambiguous feedback, losing self-awareness) to psychological happiness and anger management of female workers in Jordanian private universities.

The Human limits: the female workers in Jordanian private universities.

The Place limits: Jordanian private universities.

The Time limits: the year 2024.

2. Theoretical Framework and Literature Review

2.1 Introduction

This chapter includes the theoretical framework that discusses the related variables. They include psychological flow with its dimensions (the clear goals, unambiguous feedback, and losing the self-awareness) as well as psychological happiness and anger management. It also includes the Arabic and foreign relevant studies, highlighting the points that distinguish this study from the previous studies.

2.2 Psychological Flow

Psychological flow represents the individual's state in which he seems totally integrated in his activity or work, without any self-concentration as the focus totally moves to be on work along with a lack of realizing time and place, completely indulged in work. Hardly can the individual feel its surrounding, accompanied with an inner sense of delight and the high ability of focus and performance. It is also the ideal experience of an individual from one time to another. It motivates him to achieve his tasks with the highest level of energy and performance (Khashaba, 2017).

2.2.1 Definition of Psychological Flow

Psychological flow refers to a state of awareness that includes high concentration in achieving tasks without experiencing any sense of making high efforts, and this is due to inner motivations that reflects the individual's seriousness in achieving his work. The individual here becomes unaware of time taken in achieving this task. Thus, the easy and rapid response to challenge, mainly a challenge to the individual's own skills, become one of the individuals' main character

aspects. This character is described as the creative character. This is why it is a positive state an individual may have at a level of his life (Bakhit and Ali, 2022).

Al-jihni (2022) defines psychological flow as a positive psychological experience that shows total coherence and harmony during task performance when the individual's skills are equal to the required challenges. Also, Norsworthy et al.(2021) define psychological flow as an individual experience that can be described as productive and has good results because even participation alone is the goal because it is a harmonious experience of focus and total integration that facilitates work and adds high quality to it.

2.2.2 The Importance of Psychological Flow

Its importance lies in the following:

First, the individuals who have the skill of psychological flow have a very high practical experience as they can achieve tasks in high quality. This is due to the total integration in work ignoring the idea of time and place. Concentration is on the quality of performance, not on its speed. Perhaps high concentration and the repetition of the achieved task ensure faster and better performance of work. (Bakhit and Ali, 2022).

Second, psychological flow promotes the individual's ability to recognize his mental and personal skills and working on developing them periodically. It also promotes the feeling of enjoyment in task performance. This is due to the raised level of confidence because of gaining this skill and working on developing it. The more skills the individual has, the more people need him. This in turn raises his confidence, and help him to set all situations and tasks in the rational balance. (Ibrahim et al, 2023).

2.2.3 The Goals of Psychological Flow

The individual needs psychological flow every now and then in order to create a sense of intellectual and practical harmony to concentrate on raising his performance level in his work. Thus, the goals of psychological flow can be defined as the following (Norsworthy et al., 2021):

- Task achievement: psychological flow pushes individuals to self-control by concentrating on raising performance level, controlling work quality and time factor.
- Combining skills and challenges: psychological flow helps individuals in raising the level of their skills to the required level of achieving and overcoming the confronted challenge.
- Combining action and awareness: this is due to the profound and spontaneous integration and indulgence in the works and achieved tasks.

2.2.4 Dimensions of Psychological Flow

Psychological flow consists of a set of dimensions (Norsworthy et al., 2021, Altibbi, 2024), which are:

1- Clear goals: they are the ambitions that an individual seeks to achieve by setting a practical plan that includes a set of activities, procedures, process and tasks that lead to achieving these goals. This is all done through a work plan in a temporal agenda that defines the duration of each activity, and assigned to achieve the goals. The clear goals provoke the inner motivation that encourages individuals due to their inner desire to achieve the goals.

2- the unambiguous feedback: They are reactions individuals receive due to achieving his tasks. Their aim is to define the errors that an individual may make, the range of satisfaction with this work, and measuring the appropriateness of the achieved work to the required goal.

3- Losing self-awareness: when the selfhood disappears, and the individual starts to worry about himself and what others think about him, and when he does not respond to the affecting factors that surround him.

2.3 Psychological Happiness

Psychological happiness has become the focus of positive psychology. Individuals' views on happiness vary based on their nature, interests, and aspirations, in addition to the influence of their environment. Happiness includes feelings of satisfaction, fulfillment, peace of mind, self-fulfillment, and joy (Al-Sadiq et al., 2023). Psychological happiness is an indicator of good mental health and an individual's ability to build effective relationships with others. It also helps them determine their life goals and strive to achieve them. It is worth noting that happiness is a relative state that varies from person to person. It is a human feeling that everyone seeks to achieve (Muawad, 2022). This positively reflects on the mental health of both the individual and society. Happiness also contributes to enhancing the individual's efficiency and capabilities, leading to a better life full of satisfaction, peace of mind, joy, peace, and love (Al-Sadiq et al., 2023).

2.3.1 Definition of Psychological Happiness

Psychological happiness refers to a set of behavioral indicators that reflect the level of individual's satisfaction with his life in general. It is also considered the sense of psychological relief for a person due to his social relations with others because strong social bonds help in promoting the individual's ability to enjoy life and reinforce his sense of identity and self-esteem (Al-Asimi and Al-Hussain, 2023).

Alshawhi and Salmi (2017) defined it as “an emotional state and a positive mentality that involves the sense of satisfaction, joy, optimism and hope, in addition to the ability to influence life events positively”.

Qareish (2020) defined it as a delighting emotional experience that includes the sense of joy and optimism, and it is related to a set of behavioral indicators that reflect the individual's satisfaction about his life in general.

2.3.2 Significance of Psychological Happiness

The importance of psychological happiness appears in several aspects, including (Eissa, 2022) (Moawad, 2022):

1- reinforcing mental and physical health: Psychological happiness helps in reducing the levels of anxiety and stress, which reinforces immunity and improves general health.

2- increasing productivity: the happy person has a greater creative ability and competence in performing daily tasks and achieving goals.

3- Improving social relations: happiness plays a main role in reinforcing social bonds and increase the sense of belonging and mutual support.

4- the ability of adaptation to challenges: happiness gives individuals a greater ability to face hardships and deal with new events positively.

5- achieving life balance: psychological happiness helps in achieving balance among personal, social and professional aspects of life.

6- reinforcing personal growth: psychological happiness reinforces self-development and self-estimation of abilities. This motivates him to achieve continuous development and improvement.

2.3.3 The Goals of Psychological Happiness

The goals of psychological happiness are related to achieving internal balance and psychological comfort for the individual. The most prominent of these goals are (Qasim and Abdullah, 2024) (Al-Wakeel, 2024):

1- achieving self-satisfaction: it is the feeling of inner acceptance and self-satisfaction and personal decision and life in general.

2- the emotional balance and reinforcing social relations: this refers to the ability to handle the negative feelings like anger and anxiety, and reinforcing the positive feelings like joy and gratitude, and building strong and positive relationships with others, which in turn aids dramatically in achieving happiness and psychological relief.

3- psychological flexibility and enjoying the current moment: this refers to the ability to adapt to challenges and life hardships and overcoming them without a long-term negative psychological effect on the self, in addition to estimating the present and preventing worry about the past or future.

4- feeling achievement and achieving inner peace: this refers to achieving the professional and personal goals, feeling proud and satisfied with successes made, whether great or simple, and reaching a state of tranquility and inner peace away from tension or psychological stress.

2.4 Anger Management

Anger is considered the individual's pivotal cause of problems. This is due to the incorrect thinking of the situations that provoke this feeling. It is also because of the pressure applied on thinking stimulators in the brain. Here, the individual becomes unable to use sound thinking, and thus, he acts randomly, which may create new challenges for him. This is why an individual works on self-training and self-control when he is angry about different life situations. Then, he becomes skillful in anger management when he faces such challenges (Tafrit et al., 2022).

2.4.1 Definition of Anger Management

Anger management refers to the manner by which an individual can control his emotions and be patient. It is an attempt of this individual to be mild-tempered. Anger may affect all individuals, but the difference lies in how this individual would control this feeling. If we have two people in two similar situations that provokes anger in them, we find that one of them may act negatively and nervously, and the other may be calm and more self-controlled. Thus, self-control is a skill that is owned by very few of people (Amatir et al., 2021).

(Tafrit et al., 2022) defines anger management as making an equal effort to the individual's potential sense of anger in order to reduce the conflicting feelings during anger expression. This type of management appears when a person thinks about three reasons that push him to reduce the intensity of nervousness and angry reactions. Thus, anger management is a life style strategy.

2.4.2 Significance of Anger Management

The importance of anger management appears in several aspects, the most important of which are (Amatir et al., 2021) (Tafrit et al., 2022):

1-facing challenges positively: this is done by solving the majority of problems by calm and effective ways when the individual can gain the respect of others by raising the level of an individual's ability to confront challenges and hardships with less sharp manners and with total tranquility in some situations.

2-preserving psychological health: anger management is important in preserving the physical and mental health of the person who has this quality.

3- a deeper understanding of situations: the people who have this quality have a high rate of social intelligence in a way that enable them to overcome the challenges no matter how hard they are.

2.4.3 The Goals of Anger Management

The process of anger management or being patient in anger-provocative situation aims to the following (Tafrit et al., 2022):

1- Reducing furiousness and the intensity of emotions following it.

2-Reducing anxiety rate in the self, which leads in turn to a good and healthy state.

3-Training the self to express what annoys it of situations or acts in a positive and appropriate manner.

4- Adapting to the surrounding environment and society because the more the person is satisfied with the innate nature of the society, the less nervous he is toward annoying situations.

2.5 The Relation Between Psychological Flow, Psychological Happiness and Anger Management of Female Workers in Jordanian Private Universities

Zaghul and Garala (2024) stated that there is a medium level of psychological flow and professional ambition, while (Ghazi et al., 2024) stated that there is a positive statistical relationship between the degrees of the sample on psychological flow standard and its results on life quality except for the raising awareness actions and family life quality, and the clear goal with physical life quality. The studies recommended the necessity to reinforce the state and experience of psychological flow firmly through the positive functioning of the interests and tendencies of female workers, and developing the skills and positive phenomena.

Alakashi (2024) stated in a study that the most important source of psychological happiness of university students were like this: self-acceptance, purposeful life, positive relations, environmental empowerment, independence, and personal development. The study found statistical differences in psychological happiness according to (gender) variable for females, whereas the specialization variable (literary-scientific) showed no differences. While River et al., (2024) stated that all of these dimensions are but a new clear-cut definition to a new type of power relations that distinguish the twenty-first century. These studies recommended the necessity to hold forums to raise awareness to reinforce the concept of the real psychological happiness and its different sources of female workers in universities.

Amteer et al., (2021) also stated in a study that there is a positive relationship between tolerance components and the total grade on the one hand and anger management components on the other hand (emphasis, self-awareness, control strategy, calmness, and anger removal) and that there is no statistical relation between tolerance components and total grade and anger management components (avoiding, retreat, and anger escalatory strategies). Also, Ali (2021) stated that the distinguished people need more interest with a greater rate than what they now receive in Egypt and Saudi Arabia. The studies recommended that the managers and management experts shall give more interest in generalizing the values of tolerance by reinforcing social solidarity among female workers.

Thus, the researcher sees from the previous studies that there is an influence of the psychological flow on psychological happiness and anger management. This can lead to inferring recommendations and results that can reinforce the psychological happiness and anger management of female workers in Jordanian private universities through the effect of psychological flow.

2.6 Literature Review

Zaghul and Garala (2024) made a study that stated and aimed to recognize the psychological flow level and its relation to professional ambition of scientific faculty students expected to graduate from Jordanian state universities. The sample society was set in Jordanian state universities. The study followed the descriptive correlational analytic approach. It depended on standards to collect the study data. The study sample consisted of 315 people. The sample was taken by convenient sampling method. The program of the statistical package for social science (SPSS) was used. The study found out that there is a medium level of psychological flow and professional ambition. The study recommended to develop the skills and positive phenomena. While Akashi (2024) aimed in a study to define the most important sources of psychological happiness of a sample of education faculty students in Markab University, and to know whether there were differences among the student in the sources of psychological happiness. The study sample was the students of education faculty of Markab university. The study followed the descriptive approach. It used questionnaire to raise data. It also used the measure of psychological happiness made by Abotti et al. as an analytical tool of data. The study showed that the most important source of psychological happiness of university students were as the following: self-acceptance, positive relationships, environmental empowerment, independence, and personal development. There were statistical differences in psychological happiness according to (gender) variable for female part. While there were no differences according to the variable of specialization (scientific-literary). The study recommended the necessity of holding forums to raise awareness in reinforcing the concept of real psychological happiness and its different sources in university students.

Amteer et al., (2024) also conducted a study that aimed to know the relationship between tolerance and anger management of university students and know the differences between male and female students in tolerance and anger management and recognize the differences between tolerance and anger according to the academic level (the third-the fourth). The study sample included the university students of the Islamic University of Mohammad bin Ali Sanousi in Baidaa city in Libya. The study followed the comparative correlational descriptive approach. The researcher used the measures of tolerance and anger management as analytical tools, and they were both made by the researcher. The study sample included 130 students of Mohammad bin Ali Sanousi Islamic university in Baida in Libya. The data were analyzed by using correlation factor of Pearson/t-test for independent samples. The study found out that there is a positive relation between tolerance components and the total grade on the one hand and anger management components (emphasis, self-awareness, control strategy, calmness, and anger removal). The study also found out that there is no statistical relation between tolerance components and anger management components (the escalatory strategies of anger, retreat and avoiding). The study recommended the necessity of educators and curricula designers to generalize the values of tolerance by setting curricula for them. Another study by Ghazi et al.,(2024) aimed to investigate the relations between psychological flow and the type of life of a sample of fine arts students. The study sample included the faculty of fine arts in Ain Shams University in Egypt. The study

followed the descriptive approach and depended on standards to collect data. The study sample consisted of 207 people, divided on two groups: experimental group and control group. The study used the program of social package for social science (SPSS). The study found that there is a positive relation between the components of the sample on psychological flow standard and its results on the dimensions of life quality standard except for raising awareness works related to family life quality. And the clear goals with physical life quality, and focusing on the task with family life quality, and feeling control with physical and family life quality, and the transformation time with family, social and educational life quality and the sum. The study recommended reinforcing the state and experience of psychological flow firmly through the positive functioning of students' interests.

Rivera et al (2024) conducted a study that aimed to clarify the ability of positive psychology on reconstructing our understanding of happiness. The study sample included Spanish universities, and the study followed the typical analytical descriptive approach. Observation and content analysis were utilized in the topic and the repeated practices of this new control of positivity in data collection. The abduction logic, which is an epistemological product of the strategy related to structure that occupies the area between deduction and extrapolation. The study found that all of these dimensions are but a new clear-cut definition of a new type of power relations that distinguish the twenty-first century. While the study of Ali (2021) aimed to explore the intermediary role of self-differentiation in anger management and neurotic perfectionism. The study sample included a sample of distinguished students in some state universities in Egypt and Saudi Arabia. It followed the descriptive analytical approach. The researcher used the microscopic copy of Drake, Mordoch and Marsalek's standard, differentiation in self-flagellation- the short pattern (DSI_SF), the differentiation between self-perfectionism of children and teenagers, Davidson and Monroe (2000) standard of neurotic perfectionism, in addition to anger management standard of the current study, the researcher used the appropriate statistical methods and descriptive design to reach the results. The study found that the distinguished need a greater rate of interest that what they actually receive in Egypt and Saudi Arabia.

3. Research Methodology

The research followed the descriptive analytic approach in defining the relation between the independent variable of psychological flow in its dimensions (clear goals, unambiguous feedback, and losing self-awareness) on the dependent variable (psychological happiness) of a sample of female workers in Jordanian private universities, which will help the researcher to conduct the study and have accurate and clear data.

The study sample consisted of private universities in Jordan, which are 19 universities. This was based on Jordanian higher education website (Study in Jordan, 2024). The sample consisted of 2430 female workers in the private universities. The sample was measured on Morgan's table, which included 332 female workers.

3.1 Research Tool

The research tool (a questionnaire) consisted of three parts: the demographic variables, the independent variable, and the dependent variable. The first part (the demographic variables) consisted of: the type of work, years of experience, academic qualification and the social status.

The second part: the independent variable (the psychological flow): it was assessed through three dimensions: clear goals, unambiguous feedback and losing awareness. It was assessed through sections (1-15) in the questionnaire.

The third part: the dependent part (psychological happiness and anger management), it was assessed through 14 sections from (16-29) in the questionnaire.

The research depended on two sources: the primary sources: the data collected from the questionnaire that was developed based on the opinions and viewpoints of judges. The secondary sources: were the researches and studies, books, published researches and journals from trustworthy authorities and that are posted on databases.

3.2 Authenticity and Stability of the Study

The stability coefficient was assessed through the values of Cronbach Alpha coefficient, for the internal consistency for the axes of study tool. Table (1) shows the values of stability coefficients for the fields of study tool. It also shows the stability coefficient, the values of α were between 0.664 as the least value and 0.806 as the highest value. This shows that all the values of α surpassed the least rate that is acceptable for statistical analysis purposes as $\alpha \geq 0.60$ accepted in the previous studies and $\alpha = 0.909$ which is a high value.

Table 1. The Values of Stability Coefficient for Study Standards

The Variable	N.O Paragraphs	Cronbach Alpha Coefficient
Clear goals	5	0.664
Unambiguous feedback	5	0.795
Losing self-awareness	5	0.706
psychological flow	15	0.839
psychological happiness and anger management	14	0.806
Total sum	29	0.909

4. Study Results

This section includes the results of the study, that can be divided as the following:

4.1 Results of the Demographic Variables

Table (2) shows the following: The academic type workers have the highest part of the study sample individuals by 64.8%, while the administrative type workers have 35.2%. The workers whose years of experience from 5-10 years have the highest rate of the study sample by 43.6%,

and the least rate of the workers whose years of experience are less than 15 years and more have 3.3%.

The workers whose academic qualification is a bachelor's degree have the highest rate of study sample's individuals by 71.3% and the least rate was for the workers with a diploma or less, at 6.8%

And the workers whose social status is married had the highest rate of the study sample's individuals by 42.7% and the least rate was for the divorced by 13.4%

Table 2. The Distribution of Study Community According to the Demographic Variables

Variable	Type	Frequency	Percentage %
Type of work	academic	199	64.8
	administrative	108	35.2
Total		307	100%
Years of experience	Less than 5 years	40	13.0
	From 5 to 10 years	134	43.6
	From 10 to less than 15 years	123	40.1
	From 15 years and more	10	3.3
Total		307	100%
Academic qualification	Diploma or less	21	6.8
	Bachelor	219	71.3
	Master	33	10.7
	PhD	34	11.1
Total		307	100%
Social status	Single	81	26.4
	Married	131	42.7
	Widow	54	17.6
	divorced	41	13.4
Total		307	100%
The total sum of the study sample community		307	

4.2 Results of the First Question: What is the level of psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness) and its relation to psychological happiness and anger management from the study sample viewpoint of female workers in Jordanian universities?

To answer the first question, the arithmetic means were analyzed, and the standard deviations, and the relative importance, with the level of psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness). The tables 3, 4, 5, 6 clarify this.

Table 3. The Results of Arithmetic Means, Standard Deviations of the Psychological Flow (The Independent Variable)

Order	Section	Arithmetic mean	Standard Deviation	Relative significance
3	Clear Goals	3.89	0.500	High
2	Unambiguous feedback	3.90	0.594	High
1	Losing self-awareness	4.01	0.536	high
Total		3.93	0.438	high

The table above shows that all the values of skewness were between (1, -1), and this supports that all the values are close to the natural distribution. Therefore, this allows using the means of parametric statistics.

2- Arithmetic means, the standard deviations of psychological happiness and anger management sections (the dependent variable).

Table 4. Arithmetic Means, The Standard Deviations of Psychological Happiness and Anger Management

Section	Arithmetic Mean	Standard deviation	significance
Psychological happiness and anger management	3.89	0.421	High

Table 4 shows that the dependent variable (psychological happiness and anger management) has had a high importance, and an arithmetic mean of 3.89 and a standard deviation of 0.421.

4.3 Testing the Study Hypotheses

H01 (First Main Hypothesis): There is no statistical effect at $\alpha \leq 0.05$ for the psychological flow in its dimensions (the clear goals, unambiguous feedback, losing self-awareness) in the psychological happiness and anger management of female workers in Jordanian private universities from the viewpoint of the study sample.

To test this hypothesis, the multiple standard linear deviation test was used. Table 5 shows that.

Table 5. Analyzing the Multiple Standard Deviation to Recognize the Effect of Psychological Flow With its Dimensions (Clear Goals, Unambiguous Feedback, Losing self-awareness) on the psychological happiness and anger management of female workers in Jordanian private universities

The dependent variable	Pattern summary		^b differentiation			Dimensions of dependent variable	^a regression coefficients			
	R Correlation coefficient	R ² Determination coefficient	Freedom degree	F-value	Sig F Statistical significance		(B) value	(T) value	Sign t Statistical significance	
Independent variable	0.925	0.856	Regression	3	602.329	0.000	Constant	0.337	3.872	0.000
							Clear goals	0.450	21.425	0.000
			Remainders	303			Unambiguous feedback	0.245	11.810	0.000
			total	306			Losing self-awareness	0.212	10.000	0.000

^a The independent variable: psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness).

^b The dependent variable: psychological happiness and anger management.

Table (5) shows, and following the values of t-test, that the minor variables and that are related to psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness) have a statistical effect on the level of psychological happiness and anger management. The values of t are between (10.000-21.425) and all of them are of a statistical significance at $\alpha \leq 0.05$. It is obvious that the correlation coefficient of psychological flow with its dimensions and the psychological happiness and anger management is $R=0.925$. The determination coefficient is $R^2 = 0.856$. this means that the psychological flow as an independent variable accounts for about 85.6% of the differentiation in the dependent variable that is the psychological happiness and anger management. The value of $F = 602.329$. this a statistically significant value at $\alpha \leq 0.05$.

In order to define the significance of every independent variable alone concerning the effect of the psychological flow in the psychological happiness and anger management, a stepwise multiple regression analysis has been conducted as table 6 shows, which shows the order of the independent variables in the regression equation.

Table 6. The Results of Stepwise Multiple Regression to Predict The level of Psychological Happiness and Anger Management Through the Dimensions of Psychological Flow

Pattern	Pattern number	Pattern summary		differentiation		
		R Correlation coefficient	R ² Determination coefficient	Degree of freedom	F value	Sig F Statistical significance
Clear goals	1	0.786	0.617	1	429.203	0.000

Pattern	Pattern number	Pattern summary		differentiation		
		R Correlation coefficient	R ² Determination coefficient	Degree of freedom	F value	Sig F Statistical significance
Clear goals, unambiguous feedback	2	0.899	0.809	2	143.845	0.000
Clear goals, unambiguous, and losing self- awareness	3	0.925	0.856	3	602.329	0.000

By observing the results in table 6, the dimensions of the independent variable “psychological flow” are on the following pattern; the clear goals came in the first place and accounted for 61.7% of the differentiation in the dependent variable “psychological happiness and anger management”, while the unambiguous feedback came in the second place and along with the clear goals, it accounted for 80.9% of the differentiation in psychological happiness and anger management. Losing self-awareness came in the third place, and along with the clear goals and unambiguous feedback, it accounted for 85.6% of the differentiation in psychological happiness and anger management. Depending on this, the null hypothesis is rejected and the alternative hypothesis is accepted. This means that “there is a statistical effect at the level of $\alpha \leq 0.05$ of the psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness) on the psychological happiness and anger management. Table 7 shows the results of analyzing the results of analyzing the coefficients.

Table 7. The Results of Analyzing the Stepwise linear Multiple Regression Coefficients to explore the Effect of Psychological Flow and its Dimensions on Psychological Happiness and Anger Management

Pattern		Regression coefficients		
		(B) value	t-value	Sig t Statistical significance
1	Clear goals	0.662	22.188	0.000
2	Clear goals	0.458	18.977	0.000
	Unambiguous feedback	0.355	17.461	0.000
3	Clear goals	0.450	21.425	0.000
	Unambiguous feedback	0.245	11.810	0.000
	Losing self-awareness	0.212	10.000	0.000

Table 7 shows that all B-values at (T) values that are different in the three patterns and their significant values were 0.000 and all are less than 0.05, which is a significant value at $\alpha \leq 0.05$, and this asserts the statistical significance of these coefficients. Depending in this, we cannot accept the first null hypothesis and accept the alternative hypothesis that suggests that there is a statistical effect at the level of $\alpha \leq 0.05$ of the psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness) in psychological happiness and anger management.

4.3.1 The Third Question: What is the effect of the clear goals in the psychological happiness and anger management from the viewpoint of the study sample of female workers in Jordanian private universities?

To answer this question, H01.1 was tested through simple regression in order to explore the relation between the clear goals in psychological happiness and anger management from the viewpoint of study sample. Table 8 shows this.

Table 8. The results of simple linear regression test

The dependent variable	Pattern summary		^b differentiation				Variable	^a regression coefficients		
	R Correlation coefficient	R ² Determination coefficient	Freedom degree		F-value	Sig F Statistical significance		(B) value	T-value	Sig t Statistical significance
Independent variable	0.786	0.617	Regression	1	492.303	0.000	constant	1.316	11.241	0.000
			Remainders	305			Clear goals	0.662	22.188	0.000
			Total	306						

^a The independent variable: clear goals.

^b The dependent variable: psychological happiness and anger management.

Observing table 8, the results showed that the correlation coefficients (R) between the two variable (clear goals and psychological happiness and anger management) was 0.786, and the relation between the two variables was correlational. This is why the dimension of clear goal affects positively the dependent variable “psychological happiness and anger management”. The determination coefficient (R²) was 0.617, which is about 61.7% of psychological flow, psychological happiness and anger management. While F-value was about 492.303 at the level of the statistical significance 0.000 which is less than $\alpha \leq 0.05$. this asserts the significance of regression. Basing on the previous results, the null hypothesis was rejected, and the alternative hypothesis was accepted. This means that there is a statistically significant effect at $\alpha \leq 0.05$ of the clear goals on psychological happiness and anger management from the viewpoint of the study sample.

4.3.2 The Fourth Question: What is the effect of the unambiguous feedback in psychological happiness and anger management from the viewpoint of the study sample of female workers in Jordanian private universities?

To answer the fourth question, H01.2 was tested through simple regression to explore the relation between unambiguous feedback in psychological happiness and anger management from the viewpoint of study sample. Table 9 shows this.

H01.2 The Second sub-hypothesis: there is no effect of a statistical significance at $\alpha \leq 0.05$ of the unambiguous feedback in psychological happiness and anger management from the viewpoint of the study sample.

Table 9. The Results of Simple linear Regression Test to explore the effect of unambiguous feedback on Psychological happiness and anger management

Dependent variable	Pattern summary		^b differentiation			variable	^a regression coefficients			
	R Correlation coefficient	R ² Determination coefficient	Freedom degree	f-value	Sig F Statistical significance		B-value	t-value	Sig t Statistical significance	
Independent variable	0.763	0.583	regression	1	425.973	0.000	Constant	1.780	17.189	0.000
			remainders	305			Unambiguous feedback	0.541	20.639	0.000
			total	306						

^a The independent variable: unambiguous feedback.

^b The dependent variable: psychological happiness and anger management.

Observing table 9, the results showed that the correlation coefficient (R) between the two variables (unambiguous feedback and psychological happiness and anger management) was 0.763. The relation between the two variables was correlational. The determination coefficient (R²) was 0.583, which is about 58.3 % of the psychological flow and psychological happiness and anger management change. F-value was 425.973 at the statistical significance of 0.000, which is less than $\alpha \leq 0.05$. this asserts that there is an effect of a statistical significance at the significant value of $\alpha \leq 0.05$. This asserts the significance of regression. Basing on this, the null hypothesis was rejected, and the alternative hypothesis is accepted. This means that there is an effect of a statistical significance at $\alpha \leq 0.05$ of the unambiguous feedback on psychological happiness and anger management from the viewpoint of the study sample.

4.3.3 The Fifth Question: What is the effect of losing self-awareness in psychological happiness and anger management from the viewpoint of the study sample of female workers in Jordanian private universities?

To answer this question, H01.3 was tested through simple regression to explore the relation between losing self-awareness and psychological happiness and anger management from the viewpoint of the study sample. Table 10 shows this.

H01.3 The Third Sub-hypothesis: there is no effect of statistical significance at $\alpha \leq 0.05$ of losing self-awareness on psychological happiness and anger management from the viewpoint of the study sample.

Table 10. The Results of Simple linear Regression Test to Explore the Effect of losing Self-awareness on Psychological Happiness and Anger Management

The dependent variable	Pattern summary		^b differentiation			variable	^a regression coefficients			
	R Correlation coefficient	R ² Determination coefficient	Freedom degree		F-value		Sig F Statistical significance	(B) value	T-value	Sig t Statistical significance
The independent variable	0.642	0.412	Regression	1	213.548	0.000	Constant	1.872	13.425	0.000
			Remainders	305						
			total	306			Losing self-awareness	0.504	14.613	0.000

^a The independent variable: losing self-awareness.

^b The dependent variable: psychological happiness and anger management.

According to table 10, the results showed that the correlation coefficient (R) between the two variables (losing self-awareness and psychological happiness and anger management) was 0.642, and the relation between the two variables was correlational. This accounts for the fact that the dimension of losing self-awareness positively affects the dependent variable “psychological happiness and anger management”. The determination coefficient R² was 0.412, while F-value was 213.584 at the statistical significance of 0.000 which is less than $\alpha \leq 0.05$, which asserts the significance of regression. Basing on the previous results, the null hypothesis is rejected, and the alternative hypothesis is accepted. This means that there is an effect of statistical significance at the level $\alpha \leq 0.05$ of losing self-awareness on psychological happiness and anger management from the viewpoint of the study sample.

5. Discussion of Results and Recommendations

5.1 Discussion of the Results of the Research Questions

5.1.1 Discussion of the Results of the First Question: What is the level of the psychological flow with its dimensions (the clear goals, the unambiguous feedback and losing self-awareness) and its relation to psychological happiness and anger management of female workers in Jordanian private universities?

The results of statistical analysis of the primary data that are related to the first questions show that the psychological flow had a highly great importance. The arithmetic mean was 3.93. the results of analyzing the study data of the independent variable that the dimension (clear goals) had a highly great importance as the arithmetic mean was 3.89. This shows that the female workers in the private universities have clear goals in the psychological flow. This is reflected from their knowledge of the goals they aim to achieve, and that they benefit from the mistakes they make while performing their tasks. Also, the analysis of the study data show that the dimension (unambiguous feedback) has a highly great importance as the arithmetic mean was 3.90. this show that the study community has unambiguous feedback. This is reflected from their sense of self-reconciliation, and losing their sense of the self when they take a long time working. The data analysis as well showed that the dimension (losing self-awareness) had a highly great importance as the arithmetic mean was 4.01. this shows that that they are optimistic about the future, and that they lose their sense of self when they take a long time at work. The study also showed that the dimension (psychological happiness and anger management) had also a highly great importance as the arithmetic mean was 3.89. This shows that the study community has high emotions of psychological happiness and anger management. This is clear from their optimistic attitude, particularly in their future-related things. They also have the ability to manage their inner and outer activities. This result agrees with the study of (Zaghul and Garala, 2024), and disagrees with the study of (Ghazi et al., 2024). This disagreement is due to the difference of the study communities, and the study sample. This affects its answers that are reflected on the research results.

5.1.2 Discussion of the Results of the Second Question: What is the relation of the psychological flow with its dimensions individually (clear goals, unambiguous feedback, and losing self-awareness) to psychological happiness and anger management of female workers in Jordanian private universities?

Data analysis results showed that the minor variables that are related to psychological flow with its dimensions (clear goals, unambiguous feedback, and losing self-awareness) have an effect of a statistical significance on the level of psychological happiness and anger management. The correlation coefficient is ($R=0.925$), and the determination coefficient $R^2=0.856$. the results showed that the determination coefficient R^2 between the two variables (clear goals and psychological happiness and anger management) was 61.7%. and the determination coefficient R^2 between the two variables (the unambiguous feedback and anger management) was 58.3% of the

psychological flow and psychological happiness and anger management change. Also, the determination coefficient R^2 between the two variables (losing self-awareness and psychological happiness and anger management) was 41.2% of psychological flow and psychological happiness and anger management. This shows that there is an effect of a statistical significance of psychological flow on psychological happiness and anger management. This is due to the fact that the workers have the ability to define their goals and can benefit from the feedback to develop themselves through it. They also capable of self-awareness.

5.2 Research Results

The research had the following results:

1- The workers in private universities define the goals they aim to achieve clearly. They also benefit from the mistakes they make during task performance. They also moderate their behavior in case of having any mistakes during task performance.

2- The sense of success motivates the workers to repeat the experience more than once. They modify their style better. They also realize their works between, and feel self-reconciliation, and ignore the other's feedback of them.

3-The workers are optimistic about their future affairs. They also have the ability to lead their inner and outer activities. They ignore any provocative acts. They thus feel enjoyed when dealing with others, which is reflected on life importance for them. They thus have a high rate of energy.

5.3 Recommendations

Depending on the study results, the study recommends the following:

1- To work on defining a plan that leads the achievement of the aimed goals accurately and clearly, along with task performance according to the available resources inside university. This is done by letting the female workers participate in courses and workshops about time management and goals planning, and giving them the chance to apply these courses during their work.

2- Letting the workers participate in specialized courses and workshops about self-control, emotional control and accepting others' criticism, and dealing with this criticism positively.

3- Letting the workers participate in specialized courses and workshops for the manners of freedom of speech and accepting the other opinion, in addition to negative emotion control of others.

References

- Al-Akashi, Amna Muhammad Muhammad. (2024). Sources of psychological happiness among a sample of students of the Faculty of Education, Al-Marqab University in light of some variables, Education Journal, 5(1), 602-577.
- Al-Akashi, Amna Muhammad. (2024). Sources of psychological happiness among a sample of students of the Faculty of Education, Al-Marqab University in light of some variables. International Educational Psychological Conference, 1, 602-577.

- Al-Asimi, Jazaa Obaid, Al-Hussein, Asmaa Abdel Aziz. (2023). Psychological happiness among workers and volunteers in Covid-19 vaccination centers in Taif Governorate, *Journal of Educational and Psychological Sciences*, 7(10), 101-118.
- Al-Hassan, M. J. (2023). The effect of project-based learning on critical thinking skills among secondary school students. *International Journal of Pedagogy and Professional Human Development Insights*.
- Ali, Hossam Mahmoud Zaki. (2021). Self-differentiation as an intermediate variable between anger management and neurotic perfectionism among high achievers “a psychological study of the rights of special education”, *International Journal of Human Rights in Healthcare*, 17(4), i-xviii.
- Al-Jahini, Zahra Salim, and Al-Ahmadi, Maria Talib. (2022). Psychological flow and its relationship to psychological resilience among female high school students in Medina, *Journal of Education*, 2(193), 446-484.
- Almansour, D. S. M., Almarshedi, M. R. F., Alqahtani, M. B. M., & Mustafa, D. J. H. H. (2026). The role of using artificial intelligence applications in achieving sustainable development goals in the Kingdom of Saudi Arabia. *Universal Journal of Future Intelligence: Innovations and Artificial Intelligence*, 3(1). <https://doi.org/10.70568/r4qstb71>
- Al-Quraish, Iman. (2020). Perception of pleasant events and activities and their relationship to feelings and happiness among university students, *Arab Journal of Educational and Psychological Sciences*, 4 (14), 139-176.
- Al-Shawi, Saad, and Al-Salmi, Abeer. (2017). Quality of life and its relationship to psychological happiness among female students of the Faculty of Physical Education and Sports Sciences for Girls, *Sports Journal for International Research*, 4 (3), 1661-1770.
- Al-Shouh, S. A. H., & Al-Darawsheh, N. A. H. (2024). Applying academic accreditation standards in Jordanian universities in light of e-learning and education. *Universal Journal of Green Human Resources and Sustainable Humanities*, 1(2). <https://doi.org/10.70568/UJGHRSH.1.2.1>
- Al-Wakeel, Sayed. (2024). Variation in levels of psychological happiness in light of gender, college, academic specialization, and academic year among male and female students of Fayoum University. *Journal of Sharjah University for Humanities and Social Sciences*, 21(2).
- Al-Zaqeba, M. A. A., Pitchay, S. A., & Hamid, H. A. (2026, April). AI-enabled adaptive learning for workforce-ready: A bibliometric analysis using VOSviewer. In *2026 International Conference on Artificial Intelligence for Sustainable Engineering and Innovation (AISEI)* (pp. 263–271). IEEE.
- Alzeyoudi, M. A. R. K., & Ineizeh, N. I. A. A. (2025). Empowering human capital in the age of artificial intelligence: A strategic analysis of AI-driven human resource skills development in UAE. *Universal Journal of Green Human Resources and Sustainable Humanities*, 2(2). <https://doi.org/10.70568/5r4wnd14>
- Al-Zghoul, Israa Hussein Mahmoud, and Al-Qaraleh, Abdul Nasser Musa. (2024). The level of psychological flow and its relationship to professional ambition among students of scientific colleges expected to graduate from official Jordanian universities, *Jordanian Educational Journal*, 9 (Supplement), 1-26.
- Amtir, Mardiya Amtir Abdul Razek, Shawkat, Awatif Ibrahim Ahmed, and Youssef, Maggie William. (2021). Tolerance and its relationship to anger management among university students, *Buhuth Journal*, 6(1), 1-23.
- Ayman, I. S. A. (2025). The impact of blended learning techniques on enhancing critical thinking skills in Arabic language education: A comparative study of traditional and blended educational systems. *International Journal of Pedagogy and Professional Human Development Insights*, 1(1). <https://doi.org/10.70568/IJPHDI.1.1.5>
- Bakhit, Salah Al-Din Farah Atallah, and Ali, Siham Ali Taha. (2022). Psychological Flow: A Comparative Study between Gifted and Normal Primary and Secondary School Students in Khartoum State, *Arabian Gulf Message*, 43(165), 98-73.
- El Sadek, Mohamed Adel, Bakri, Jihan Mohamed, Wassef, Jihan Youssef. (2023). Psychometric Properties of the Psychological Happiness Scale, *Journal of the Faculty of Education (Aswan)*, 40(40), 23-37.
- Elagha, T. B. J., Al-Zaqeba, M. A. A., Bin Wahid, M. A., & Bin Harun, M. S. (2025). The moderating effect of family ownership concentration between board of directors effectiveness and risk management disclosure in Palestine Stock Exchange. *International Journal of Digital Accounting and Fintech Sustainability*, 2(1). <https://doi.org/10.70568/26dkr754>

- Fazril, M. A., Yaacob, N. H. M., Bakar, N. A., AlSmadi, M. S., & Johari, N. H. (2023, February). Development of Automatic Cervical Brace for Neck Pain Rehabilitation. In *International Human Engineering Symposium* (pp. 469-475). Singapore: Springer Nature Singapore.
- Forsa. (2024). Accessed on 9/8/2024. Available at: <https://www.for9a.com/learn/>
- Ghazi, Asmaa Ghazi Yousef, Abdullah, Nashwa Abdel Moneim, and Idris, Safaa Abdel Sattar. (2024). Psychological flow and its relationship to quality of life among students of the Faculty of Fine Arts. *Education Strategy Administration*, 4(14), 243-279.
- Hazaimah, Z. D. K. (2025). The degree of vocational education teachers' utilization of digital skills from their perspective in Qasabat Irbid. *International Journal of Pedagogy and Professional Human Development Insights*, 1(2). <https://doi.org/10.70568/7fp8yj29>
- Ibrahim, Violet Fouad, Mahmoud, Heba Sami, and Mohamed, Alaa Ahmed El Sayed. (2023). Psychological Flow Scale for Adolescent Girls, *Journal of Psychological Counseling*, 3(75), 34-66.
- Issa, Asmaa Abdel Aziz Al-Sayed Issa. (2022). The level of altruistic ambition and its relationship to psychological happiness among students of the Faculty of Home Economics, Menoufia University. *Journal of Specific Education Research*, 2022(67), 185-218.
- Khashaba, Fatima Al-Sayed Hassan. (2017). Psychological flow and its relationship to some psychosocial variables in light of demographic variables among teachers, *Egyptian Journal of Psychological Studies*, 27(96), 316-221.
- Moawad, Dina Salah El Din Ibrahim. (2022). Psychological Happiness in its Relationship to Emotional Competence among Mansoura University Students, *Journal of the Faculty of Education, Mansoura*, 117(1), 861-908.
- Norsworthy, Cameron., Jackson, Ben., Dimmock, James A. (2021). Advancing Our Understanding of Psychological Flow: A Scoping Review of Conceptualizations, Measurements, and Applications, *Psychological Bulletin*, 8(147), 806-827.
- Qahman, A. I., Alzaqebah, M., Jawarneh, S., Al-Zaqeba, M. A. A., Al-Taani, A. H. M., Aloqaily, A. N., & Almatrooshi, M. A. (2026). Design and development of an intelligent system based on artificial intelligence and machine learning using customs digital indicators. *International Journal of Data and Network Science*, 10(1), 251–264.
- Qassim, Amna Qassim Ismail, Abdallah, Sahar Mahmoud Mohamed. (2018). Psychological happiness in its relationship with cognitive flexibility and self-confidence among a sample of graduate students at Sohag University. *Educational Journal of the Faculty of Education, Sohag*, 53 (53), 49_145.
- Rivera, Alex Romání., Mozo, Ana Gálvez., and Serrano, Francisco Tirado. (2024). “The imperative of happiness in positive psychology: Towards a psychopolitics of wellbeing”, *New Ideas in Psychology*, (72),1-9.
- Samawi, Fadi, and Shaheen, Hassan. (2019). Psychological happiness and its relationship to ambition among students of King Abdullah II Schools for Excellence in Jordan, *An-Najah University Journal (Humanities)*, 35(7), 1164-1188.
- Tafrit, Raymond Chip, Jabak, Omar Othman, and Kasinoff, Howard. (2022). Anger Management for Everyone: Ten Proven and Useful Strategies to Control Anger and Live Happier. *Fikr Journal*, 34, 168-170.