

## Strategies for emotional regulation and positive thinking among university professors

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### Abstract:

The current study aimed to identify the positive thinking and the strategies of emotional regulation among teachers of the middle stage of the averages of sympathy in the state of Ghardaïa, by using the descriptive approach, where Munshid Al-Hilali (2013) used the measure of positive thinking, and the measure of emotional regulation strategies by Garnefski and Kraaij (2007).

The research sample consisted of (30) male and female middle school teachers who were chosen in a stratified random manner in the municipality of Al Attef, Ghardaïa Province. The study resulted in a number of results, as follows:

- The level of positive thinking among middle school teachers is high and very high.
- The type of strategy most used by middle school teachers is the blaming others strategy.
- There is a statistically significant inverse correlation between positive thinking and emotional regulation strategies.

**Keywords:** positive thinking, emotional regulation strategies, intermediate stage teachers.

### Introduction:

Living organisms of different types grow and develop little by little during the stages of their lives, or even before they come to life in the first place. Development and growth are not limited to the organic aspect only, but rather to several aspects that integrate with each other. Perhaps the most important thing that distinguishes man from other creatures is the mind with which God has honored him and distinguishes between good and evil. right and wrong; Right and wrong...etc. It also helps him understand the truth of his existence so that his life has meaning and purpose

God Almighty has urged us to reflect, saying in His decisive revelation (And they reflect on the creation of the heavens and the earth. Our Lord, you did not create this in vain. Glory be to You, so protect us from the punishment for fire), all people have thinking because thinking is the same, but the patterns differ. Man is born with a thinking machine, which is the mind. This human mind tries to eliminate failure in its life and think of happiness, and for this reason it must be trained in the skill of positive thinking to transform all its thoughts and feelings to serve its interests and needs instead of being against and in contrast to these interests and needs) .Mutashar and Duraid, 2014; Barakat, 2005(

Positive thinking is also one of the modern topics in psychology, as it is concerned with everything that is positive in the human personality more than what is negative. The term positive psychology is

also considered one of the terms coined by Martin Seligman (1998). It is one of the most important sources of positive psychology because it is a method and method. To enhance optimism in the individual, this does not mean that the individual lives in an ideal world devoid of obstacles and difficulties, but rather it means responding to the crises and negative situations to which he is exposed in more positive ways, which is a state of mind that. (.intends to always expect good things, and exclude negative things and expected results (Hassan, 2021(

On the other hand, positive thinking is a positive mood that the individual transmits to others through his behavior towards people and events and his good view of things and interpreting them in a way that predominates the good side and ignores the bad side. Positive thinking uses the mind and mental processes in daily life in terms of interpreting phenomena and relationships and dealing with others in a positive and optimistic way. (Abdel Aziz, 2012, p. 73(

Therefore, positive thinking is a human process, its development and learning requires distinct efforts from many parties at different stages of life, and it is related to the environmental and genetic aspects in terms of the various fields: physical, social, cultural, cultural, and emotional. The process of regulating emotion is considered one of the important processes, as it plays an important role in happiness and health.

Psychological (Zuhdi, 2019, p. 4), and these processes require conscious effort to initiate, modify, and maintain emotional responses in order to engage in healthy strategies to manage uncomfortable situations when necessary, and regulation may include the emotions of others as well as the emotions of the individual himself) Khasawneh, Don Sunnah, p. 3(

Gross and Thompson (2007) see that emotional regulation is: “goal-directed processes that work to influence the intensity, duration, and type of emotion experienced by the individual. Emotional regulation allows for flexibility in emotional response, and the individual’s temporary harmony, as well as the individual’s other goals.”at long term in any given situation

According to Gross (2002), it is: “the processes that occur when an individual tries to influence the type or ”.amount of emotion to which he is exposed, and how to express that emotion

Gross believes that this concept enables the individual to use a set of strategies to influence levels of emotional response. Emotional regulation includes both conscious and subconscious strategies that aim to increase, maintain, or reduce emotional reactions. These strategies affect the emotions that the individual experiences, and when and how he experiences them (Gross, 2002; Khasawneh, no year).

There are individuals who attribute the problems that befall them to themselves, so they bear responsibility and try to fix them. On the other hand, there are those who try to get rid of the problem by blaming others, and this goes back to the strategies that each individual uses. According to (Fahmy, 2017, p. 4), emotional regulation is divided into two directions: the first is how the individual is affected by his emotions, and the other is how he is.affected by the emotions of others

The school is also considered one of the institutions of socialization that contribute to the formation and development of the child’s personality. In it, he learns and acquires new information and knowledge through his interaction with his peers, teachers, and those around him, and he influences and is affected by the situations.in which they live

Many psychologists have called for the necessity of providing an educational climate in which human relationships prevail, which will have positive effects on the teacher’s behavior, student behavior, and the teaching-learning situation in general. Providing positive human relationships in the classroom will also be a reason for stimulating the creative and innovative abilities of students, as psychological

or psychological barriers disappear. Social issues that stand in the way of these capabilities (Al-Abadi, 2005, pp. 172-173.)

When a professor has positive thinking, he deals in an optimistic way and focuses on positive things and tries to develop his skills and himself, and he also seeks to develop the level of his students. In addition to transmitting information, he transmits positive energy to the students and motivates them to work and be diligent, which contributes to their love of the subject and pushes them to work more. The professor, like all other human beings, has His preoccupations and family, social, and professional circumstances...etc.

Therefore, he needs strategies to regulate his emotions to reconcile the field of work with other fields in order to remain at the same level of positivity, especially since he may encounter some provocative situations during his work due to the age characteristics of the stage he is studying, such as rebellion, for example, in the stage.

. Adolescence

The stage of adolescence is considered one of the important stages in human life that every individual goes through. What distinguishes adolescence from other stages is the sudden biological impulsiveness. We find the teenager adopting arbitrary and often exaggerated positions such as rebellion and stubbornness, and he is vulnerable to fluctuation, change and contradiction. We also find him impulsive and hypersensitive (Lorci and Zuqai). (2015, p. 202), thus trying to impose his control over others, and this is evident in his disobedience to the orders of those who have authority over him. Therefore, the teacher at this stage must be aware of age characteristics and individual differences in order to act in a way that suits the situation in a positive way and try to control his emotions more. The student at this stage is trying to search for himself and the professor can be considered a role model for the student. Therefore, this study attempted to find the relationship between positive thinking and emotional regulation strategies among middle school teachers. From this standpoint, we

: can ask the following questions

1. What are the emotional regulation strategies most used by middle school teachers in the municipality of Atef - Ghardaia state?
2. What is the level of positive thinking among middle school teachers in the municipality of Atef – Ghardaia state?
3. Is there a correlation between positive thinking and emotional regulation strategies among middle school teachers in the municipality of Atef - Ghardaia state?
4. Are there differences in positive thinking according to variables (gender, educational level, marital status) among middle school teachers in the municipality of Atef - Ghardaia state?
5. Are there differences in emotional regulation strategies according to variables (gender, educational level, marital status) among middle school teachers in the municipality of Atef - Ghardaia state?

## **2- The importance of the study**

The importance of the current study is that:

1. I tried to focus on a pivotal category in the educational process, which is the category of professors.
2. It is considered an addition to the field of scientific research and a continuation of previous studies

that dealt with the same topic.

3. Our constant need to apply positive thinking skills as well as emotional regulation strategies in light of the daily pressures we are experiencing.
4. Studying the first influential element in the educational process (the teacher) due to his direct impact on the student, especially at this age stage (adolescence).
5. It is useful in building guidance and educational programs that help develop positive thinking and emotional regulation strategies for different age groups, which helps us deal and adapt to daily pressures.
6. Improving the performance of educators and professors by developing their level of positive thinking as well as applying emotional regulation strategies, especially when managing the classroom.

### **3- Objectives of the study**

The following study seeks to achieve the following objectives:

1. Identifying the type of emotional regulation strategies among middle school teachers in the municipality of Atef - Ghardaia state
2. Identifying the level of positive thinking among middle school teachers in the municipality of Atef. Ghardaia state.
3. Detecting whether there is a correlation between emotional regulation strategies and positive thinking .among middle school teachers in the municipality of Atef - Ghardaia state.

### **4- Procedural definitions of the study**

#### **4.1 Positive thinking:**

The individual's ability to control his thoughts and emotions and direct them in a positive direction, self-awareness and the ability to lead and control them, and realize goals and priorities and strive to achieve them while enjoying optimism and resisting negative thoughts (Al-Khouli, 2014).

Procedurally, they are the scores obtained through Munshid Al-Hilali's positive thinking questionnaire (2013), .applied to the sample in the current study.

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#### **4.2 Emotional regulation strategies**

Emotional regulation strategies represent the cornerstone of the concept of emotional regulation and refer to the methods that individuals use and employ to modify the expression of emotional experiences, including both positive and negative emotions. (Salloum, 2015).

Procedurally, they are the scores obtained through the Emotional Regulation Strategies Questionnaire by Jarnefsky and Craig (2007), applied to the sample in the current study.

##### **1.1 Temporal limits:**

The study was applied during the third semester of the academic year 2021-2022 AD, from 04-26-2022 AD to 05-19-2022 AD, and this period was deliberately chosen because professors have a kind of pressure, which gives credibility to the study, unlike its application at the beginning of the year because Teachers at the beginning of the year do not have a lot of pressure.

##### **1.2 Spatial boundaries**

The study was applied in: Al-Radwan Intermediate School for Males, Al-Radwan Intermediate

School for Females, Al-Nahda, and Abu Salem.

### 1.3 Study community

The community study is considered to be all the individuals, persons, or things who are the subject of the research problem (Adas et al., 1992, p. 109). The study community in our current study consists of middle-level professors in the middle schools: Al-Radwan, males, Al-Radwan, females, Al-Nahda, and Abu Salem. ; Their number (110) male and female professors for the academic year (2021-2022 AD), as the following table shows:

**Table 1: Shows the population of the study**

Averages	Number of females	Number of males
Abi Salem	10	17
Alnahdha	10	14
Al-Ridwan is male	0	22
Al-Ridwan female	12	25

### 1.4 The study sample

It is part of the research or study community from which field data is collected (Aishour et al., 2017, p. 228). The study sample consisted of middle-level teachers in the middle schools: Al-Radwan, males, Al-Radwan, females, Al-Nahda, Abu Salem; The sample was chosen by a stratified random method because it gives equal opportunities to all members of society, as four middle schools were chosen, namely: Al-Ridwan, males, Al-Ridwan, females, Al-Nahda, and Abu Salem, from among eight averages: Al-Radwan, males, Sheikh Suleiman Ibn Youssef, Al-Radwan, females, Al-Shorfa, Al-Nahda, Sheikh Al-Quradi, Abu Salem, Hay Asmawi Ismail; In the municipality of Atef, Ghardaia Province, in a simple random way, after that, 50% of the professors present in the four institutions were selected randomly, noting that not all questionnaires were retrieved because the professors did not answer them. The following table shows the distribution of the sample members according to demographic variables :

**Table 2: shows the distribution of sample members according to variables**

Variable	Variable status	the number	percentage
Sex	male	18	60
	female	12	40
Educational level	secondary	7	23
	University	23	77
marital status	bachelor	17	57
	married	13	43

## 2- Study Approach

Due to the nature of the study topic and its variables, we adopted the descriptive approach because it enables us to give an accurate description of the phenomenon and it also helps us in finding the

relationship between the two variables.

### 3- Study tools

The study tools included a positive thinking scale and an emotional regulation scale. In psychology and educational sciences, the scale means the tool that we use to estimate a behavioral phenomenon and reveal its level (Lorci and Zuqai, 2015, p. 216).

#### 1.3 Positive thinking scale

In the current study, the researcher relied on the positive thinking scale from the study (Fahmi Aslim, 2017), which was prepared by Munshid Hossam Muhammad Al-Hilali (2013). It is a scale that aims to measure the percentage of positive thinking among professors, as it consists of fifty (50) items divided into five dimensions: In: Positive expectations towards the future, positive emotions, positive self-concept, life satisfaction, and positive flexibility. The scale is corrected after the professor's answer by giving the following grades according to the answer alternatives.

1-never, 2-rarely, 3- sometimes, 4-often, 5-always

#### 2.3 Scale of emotional regulation strategies

As for the emotional regulation strategies questionnaire, the researcher adopted the emotional regulation scale prepared by Garnefski & Kraaij (2007), included in the study of Afana (2018), where the scale consists of 36 items distributed over nine strategies: self-blame, acceptance, rumination, Re-focusing positively, focusing on plans, positive re-evaluation, putting things into perspective, exaggerating, blaming others. The answer is to put a mark (x) in front of the answer chosen by the professor from the following answers: always applies, often applies, sometimes applies, slightly applies, and never applies. The scale is corrected after the professor's answer by giving the following grades according to the answer alternatives: 1- Always applies, 2- Applies often,

.3- Sometimes applies, 4- Slightly applies, 5- Never applies

### 4- Verifying the psychometric properties of the study tools

Psychometric properties mean validity and reliability, and we verified the validity and reliability of the scale using the SPSS program

#### 4.1 validity

The term validity refers to the suitability of the test in the fields for which it was prepared (Institute, 2005). In order to verify the validity of the two scales, we verified the peripheral comparison validity (discriminant validity) for both scales and also calculated the subjective validity through the internal consistency of Cronbach's alpha as follows.

#### A- Positive thinking scale

**validity related to reliability: This is through the following mathematical process**

intrinsic validity, the results were as follows:

The intrinsic validity of the positive thinking scale is (0.947), and since the result is completely greater than (0.05), the positive thinking scale has high intrinsic-validity.

**Terminal comparison validity (discriminant validity)**

**Note: For the validity of the peripheral comparison, we used dividing the sample into three categories,**

**where each category represents a third of the sample**

**Table 3: Shows the two-sided comparison validity of the positivethinking scale**

	Number of individuals	SMA	standard deviation	value -t-	Degree of freedom	Significance value
Higher category	10	170.30	8.44	9.49	18	function at 0.01
Lower category	10	206.50	8.60			

From Table (03), it is clear that the number of members of the upper category was (10) and its arithmetic mean was (170.30), while its standard deviation was (8.44). On the other hand, the number of lower group was (10) individuals and its arithmetic mean was (206.50). The standard deviation was (8.60), and the T-value was at the level of significance (9.49) and the degree of freedom was (18). This indicates that there are statistically significant differences between the two groups at (0.01) in this scale, which proves that it has high validity because it distinguishes between individuals with high scores and individuals. Those with lower grades.

**B- Scale of emotional regulation strategies**

**validity related to reliability: This is through the following mathematical process**

intrinsic-validity of the Emotional Regulation Strategies Scale: (0.940), since the result is completely greater than (0.05), the Emotional Regulation Strategies Scale has high intrinsic-validity.

**Table 4: Shows the two-sided comparison validity of the Emotion Regulation Strategies Scale**

	Number of individuals	SMA	standard deviation	value -t-	Degree of freedom	Indicative value
Higher category	10	69	12.80	7.12	18	function at 0.01
Lower category	10	101.8	6.94			

From Table (04), it is clear that the number of members of the upper category was (10) and its arithmetic mean was (69), while its standard deviation was (12.80). On the other hand, the number of lower group was (10) individuals and its arithmetic mean was (101.8). The standard deviation was (6.94), and the T-value was at the level of significance (7.12) and the degree of freedom was (18). This indicates that there are statistically significant differences between the two groups at (0.01) in this scale, which proves that it has high validity because it distinguishes between individuals with high scores and individuals. Those with lower grades.

**Note: For the validity of the peripheral comparison, we used dividing the sample into three categories, where each category represents a third of the sample.**

*Stability:*

The concept of test reliability refers to the degree of stability of its results. The process of reliability

is represented in calculating the correlation between test results in more than one case or situation. Therefore, it is usually expressed in a numerical form that expresses the reliability coefficient. When the test results in two or more situations are close or identical, it is said: The degree of reliability of the test is high. However, if it is unstable and fluctuates, the reliability coefficient decreases, and it is said that the test is not stable. There are ways to calculate it, including

- Equivalent form reliability
- Method Half split method. (Institute, 2005)

In this research, we adopted the reliability of Cronbach's alpha and the split-half method to verify the stability of the two scales

**Positive thinking scale**

Internal consistency reliability using Cronbach's alpha

**Table 5: Cronbach's alpha reliability for the positive thinking scale**

Number of items	Cronbach's alpha coefficient
50	0.898

We note from Table (5) that the number of items is (50) and the Cronbach's alpha coefficient for the total score is (0.898), which indicates that the scale has high reliability.

**Half split stability:**

**Table 6: Split-half reliability of the positive thinking scale**

Total number of items			50
Cronbach's alpha coefficient	part One	the value	0.183
		Number of items	25
	The second part	the value	0.855
		Number of items	25
Half-split correlation coefficient			0.742
Spearman-Brown coefficient			0.852
Guttman coefficient			0.846

We notice from Table (6) that the value of the first part was (0.183) and the number of its items was (25) items. As for the second part, its value was (0.855) and the number of its items was (25) items. The split-half correlation coefficient was (0.742), as for the Spearman coefficient. Its value reached (0.852), and the Guttman coefficient reached its value (0.846). Based on the above, we find that the reliability of the split-half scale for the positive thinking scale has high stability.

**B- Emotional regulation strategies**

Internal consistency reliability using Cronbach's alpha

**Table 7: Cronbach's alpha reliability for the Emotional Regulation Strategies Scale**

Number of items	Crombach's alpha coefficient
33	0.885

We note from Table (7) that the number of items is (33) and the Crombach’s alpha coefficient for the total score is (0.885), which indicates that the scale has high reliability.

**Half split stability**

**Table 8: Split-half reliability of the Emotional Regulation Strategies Scale**

Total number of items			33
Crombach's alpha coefficient	part One	the value	0.735
		Number of items	17
	The second part	the value	0.847
		Number of items	16
Half-split correlation coefficient			0.755
Spearman-Brown coefficient			0.860
Guttman coefficient			0.851

We notice from Table (8) that the value of the first part was (0.735) and the number of items was (17) items, while the value of the second part was (0.847) and the number of its items was (16) items, and the split-half correlation coefficient was (0.755). As for the Spearman coefficient, its value was (0.860) and the Guttman coefficient was (0.851). Based on the above, we find that the reliability of the split-half scale for emotional regulation strategies has high stability.

**Results**

Parametric methods are considered stronger and more accurate in testing statistical hypotheses than non-parametric tests, because they are sensitive to the differences in the data because they deal with standard deviations, and this is what makes them more capable of finding differences, as these methods aim to estimate unknown parameters for specific community. Before starting the stage of answering the questions using different and appropriate statistical methods, the condition of normal distribution must first be verified for the variables under study.

**Table 9: Shows the level of significance according to the Shapiro-Wilk and Kolmogorov Smirnova test**

Shapiro-Wilk		Kolmogorov-Smirnova		Judgment	the decision
Significance level	Degree of freedom	Significance level	Degree of freedom	Not a sign	

0.568	30	0.200	30		The data are normally distributed
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Through Table (09), we notice, based on the value of the Kolmogorov-Smirnova test for the variables under study, which are (positive thinking and emotional regulation strategies), that the data were not statistically significant at the significance level ( $\alpha = 0.05$ ), and therefore the variable data is distributed evenly. Naturally, parametric statistical methods can be used to address the various hypotheses of the current study

**Presentation, analysis, and discussion of the results of the first question**

The first question: What is the level of positive thinking among middle school teachers?

**Table 10: Shows the level of positive thinking among the sample members**

Levels according to the scores obtained through the questionnaire	SMA	Evaluation	the number	percentage
Level 01: from 50 to 99	74.5	low	0	0%
Level 02: from 100 to 149	124.5	medium	0	0%
Level 03: from 150 to 199	174.5	high	22	73%
Level 04: from 200 to 250	225	Very high	8	27%

**2: Illustration: shows the level of positive thinking among the sample members**

Through the table and figure above, it is clear that the sample is characterized by a high and very high level of positive thinking among middle school teachers in Al-Nahda, Abi Salem, and Al-Redouane middle schools for males and Al-Redouane for females in the municipality of Atef-Ghardaia.

The results obtained can be interpreted as being due to the level of awareness of the professors. The nature of individuals, regardless of their age, time, or place, is that they seek to make their lives full of happiness, prosperity, and continuous success. And the professors themselves, we find, harness their capabilities and knowledge to develop themselves and the level of their students, optimistic about a better tomorrow. Optimism represents... One of the important elements for creating a correct psychological structure and thus thinking in a more positive way.

The results obtained can also be attributed to the professors' belief in their mission and their role in teaching and developing generations, as well as the professional environment in which these professors work, which helps them perform their tasks better. In addition to that, the socialization in which the professors grew up plays an important role in determining their trends, inclinations, and way of thinking.

The current study agrees with the study of (Munshid Al-Hilali, 2013), which confirmed that primary school teachers are distinguished by positive thinking, and disagreed with the study of (Fahmy, 2017)

and the study of(Khasawneh, under one year old), which concluded that the level of positive thinking among university students is average, considering that The majority of professors in our current study are university graduates.

**1. Presentation, analysis and discussion of the results of the second question.**

the second question: What are the types of emotional regulation strategies among middle school teachers?

To find out the type of emotional regulation strategies among middle school teachers, we used the Friedman rank test to find out the strategies most used by teachers. The results were as follows:

**Table 11: Shows the type of strategies used by professors according to the Friedman rank test**

Ranking	Strategies	Friedman coefficient	Degree of freedom
1	Blame others	7.57	8
2	Exaggeration	6.83	
3	Putting things into perspective	6.20	
4	Rumination	5.87	
5	Refocus positive	4.52	
6	Self-blame	4.32	
7	Acceptance	3.73	
8	Positive reappraisal	3.27	
9	Focus on plans	2.73	

We notice from the previous table (11) that the strategies most used by middle school teachers are blaming others with a value of (7.57), followed by the exaggeration strategy (6.83), then the strategy of putting things in their place (6.20), then the strategy of rumination (5.87), then refocusing positively with a value. (4.52), then followed by the self-blame strategy with a value of (4.32), then the acceptance strategy with a value of (3.73), then the positive reappraisal strategy (3.23), and the last strategy is the focus on plans strategy with a value of (2.73).

The results can be attributed to the fact that a person by nature tends to preserve his being and remain in a position of strength, so the majority of professors tend to the strategy of blaming others, as it is the easiest strategy to get out of the problem. However, using this strategy excessively is considered a weakness in the individual's personality because he does not bear his responsibilities and the consequences. His actions and he tries to evade them. This strategy is considered a negative strategy because it does not seek to find solutions and thus may lead to the problem being further aggravated.

Teachers' use of negative strategies may be due to a lack of teacher training in the field of emotion regulation, and lack of familiarity with the characteristics of the stage is one of the most important factors affecting the course of the class and dealing with students' problems.

As for positive re-evaluation and focusing on plans, we note that they are the least used strategies because they require a lot of responsibility and awareness on the part of the individual, and there are few who use the strategy during a problem. They try to reconsider the problem from another angle and focus on building new plans to get out of the situation with the least damage.

The current study differed from the results of the study (Afanah, 2018) in that the most commonly used strategy is positive re-evaluation and focusing on plans, while we found the opposite. This is due to the difference in the sample in the two studies, as the pressures that a university student deals with are not the same as those that a professor is exposed to in the intermediate stage.

**Presentation and analysis of the results of the third question**

The third question: Is there a correlation between positive thinking and emotional regulation strategies among middle school teachers?

To answer the question, the Pearson correlation between positive thinking and emotional regulation strategies

as a whole was calculated, and the results were as follows:

**Table 12: Shows the relationship between positive thinking and emotional regulation strategies using Pearson’s coefficient**

+	Pearson correlation coefficient
Positive thinking	-**.556.
Emotional regulation strategies	

From Table (12) we notice that the value of the Pearson correlation coefficient is (.556\*\*). This indicates the presence of a strong, statistically significant inverse relationship at the significance level (0.001). Since the sample size is less than (50) individuals, the significance must be tested. The correlation coefficient is done using Kandel’s equation, which is applied as follows:

So the correlation between positive thinking and emotional regulation strategies is significant because the calculated t (4.259) is greater than the tabulated t (2.467) at  $\alpha=0.01$  and degree of freedom  $N-2=28$

After verifying the significance of the correlation coefficient, we notice from the previous table that there is a strong, significant inverse relationship between positive thinking and emotional regulation strategies, meaning that the more positive thinking there is, the less use of emotional regulation strategies. This can be interpreted by saying that frequent use of strategies or lack of use indicates that the individual is not adaptive. (Normal) Therefore, the individual who has an average use of strategies is the individual who possesses emotional regulation, and similarly, individuals who possess the ability to regulate and control their emotions are naturally distinguished by having an optimistic outlook towards life and the future and thus have positive thinking, and this is what was emphasized by (Khasawneh, (less than a year) as you see that the individual who uses positive thinking well is fully aware of his feelings and thoughts and has the ability to manage and organize them, and he also deals with others in a distinctive way, and this reflects positively on his ability to deal with the situations and circumstances that he experiences, and to control his emotions and feelings in the future. at the right time, and change his actions and behaviors to suit the feelings of others and the nature of the situation.

Then we calculated the relationship between positive thinking and each strategy separately, and the results were as follows:

**Table 13: shows the relationship between positive thinking and each emotional regulation strategy**

Statistical significance	Pearson correlation coefficient value	Strategies
Non-functional	206.-	Self-blame
function at 0.01	**551.	Acceptance
Non-functional	329.-	Rumination
function at 0.01	**701.-	Refocus positive
Non-functional	310.-	Putting things into perspective
Non-functional	361.-	Exaggeration
Non-functional	188.-	Blame others
unction at 0.01	**493.-	Positive reappraisal
Function at 0.05	*458.-	Focus on plans

We notice from Table (13) that all values are negative and this is due to the negative relationship between positive thinking and emotional regulation strategies as a whole (Table 12). We also note that there is a statistically significant relationship between positive thinking as a whole and each of the strategies

Acceptance (-.551\*\*), Positive Refocus (-.701\*\*), Positive Reappraisal at (0.01) and focus on plans (-.458\*) at (0.05) (\*\*493.-) While there is no statistically significant relationship between the strategies:

Self-blame (-.206), rumination (-.329), putting things in perspective, (-.310)

Catastrophizing (-.361), blaming others (-.188), and the total score for positive thinking.

The results obtained can be attributed to the fact that strategies that have a statistically significant relationship with positive thinking are positive strategies in themselves, while strategies that do not have a statistically significant relationship are negative strategies, with the exception of the strategy of putting things in their place because it is a positive strategy, but there is no relationship between it and positive thinking. This is due to its lack of use among sample members, because it requires a lot of objectivity on the part of the individual and there are few who use this strategy, and this is what Al-Khouli (2015) emphasized that “the strategies that individuals use to change the experience they are going through or use to express their emotions in terms of Capacity and intensity, which include positive strategies aimed at increasing or maintaining positive feelings, such as a cognitive reappraisal strategy, and negative ones that focus on responding, and are linked to lack of experience and weakness in recognizing and distinguishing positive feelings or expressing them.

Also, since the level of positive thinking is high and very high among teachers, this indicates their use of positive strategies in their daily lives.

Our current study agreed with the study of (Bu Saeed, 2016), (Fahmy, 2017), and (Khasawneh, under one year old) in that there is a correlation between positive thinking and emotional regulation strategies.

### General conclusion

In order to reach the objectives of the study, this is done by studying the two variables and finding

the relationship between them, and after asking and verifying a set of questions, a number of results were reached, which are as follows

The level of positive thinking among middle school teachers in Al Nahda, Abi Salem, and Al Redouane middle schools for males and Al Redouane for females in the municipality of Atef-Ghardaia is high and very high.

This is due to the level of awareness among the teachers as well as their belief in their message and their role in teaching and developing generations.

The strategy most used by middle school teachers in the municipality of Atef-Ghardaia is the strategy of blaming others. This is due to the fact that a person by nature tends to preserve his being and remain in a position of strength. Therefore, the majority of professors tend to the strategy of blaming others, as it is the easiest strategy to get out of the problem. However, this is the strategy of blaming others. A negative indicator, as it is considered a weakness in the individual's personality because he does not bear his responsibilities and the consequences of his actions and tries to evade them. There is a strong inverse correlation between positive thinking and emotional regulation strategies, and this means that the more...

### **Most important recommendations**

Educational institutions adopt training courses and programs for teachers, students and parents in the field of developing positive thinking.

Educational institutions adopt training courses and programs for teachers, students and parents in the field of developing the use of emotion control and regulation skills.

Educating parents about the importance of providing a positive environment conducive to development, because today's students are tomorrow's youth.

Reducing courses to help professors provide the best, whether in the educational field or in the field of life skills.

Developing strategies aimed at developing the level of professors' performance by involving them in seminars and lectures and investing their energies in a positive way.

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