Psychological Flow And Its Relationship To Self-Management Among Baccalaureate Pupil - (A Field Study In Some Secondary Schools In The State Of El Oued-Algeria)

Dr. Asma Lacheheb[1*]

[1*]Hama Lakhdar University, El Oued, Measurement and Psychological Guidance Laboratory, Alger2 University, (Algeria).

Corresponding author : Dr. Asma Lacheheb
*E-mail : lacheheb-asma@univ-eloued.dz

ARTICLE INFO	ABSTRACT
	This study aimed to reveal the relationship between the level of psychological flow and self-management among a sample of baccalaureate pupils in some secondary schools in the state of El Oued (Algeria), as well as the differences between males and females in the study variables, where the study was applied to (250) individuals who were selected randomly by stratified method, adopting the descriptive correlational approach, and using the psychological flow scale of Nassif (2015) and the self-management scale of Hassan (2010), and the Pearson correlation coefficient, and the "t" test to study the differences between two unrelated averages and two unequal samples. The study found a strong direct relationship (0.779) between psychological flow and self-management among the individuals of the study sample, and the presence of statistically significant differences between the average scores of each of psychological flow and self-management, attributed to the gender variable and in favor of female pupils. **Keywords:** Psychological flow, Self-management, Baccalaureate pupil.

1. Introduction:

The current daily life circumstances that the pupil experiences before taking the baccalaureate exam play an important role in his intellectual and psychological stability, as well as his level of academic achievement and his ability to achieve success in this fateful exam, which poses a challenge to his self-realization and the way he manages it, and finding the means and methods that mitigate the effects of the psychological, social and academic pressures he suffers from, and maintaining his psychological health, especially in light of what success in the baccalaureate exam represents as a social and national event as a source of pressure on the schooled adolescent.

Positive psychology is a modern trend in psychology, concerned with the scientific study of what brings happiness to people, and enhances their abilities such as self-efficacy and self-management..., which are considered important elements in the learner's personality that are directly related to determining his behavior and actions in all areas of his personal and academic life, according to what the results of many studies have indicated, as it allows the learner to develop his abilities related to planning and implementing tasks and developing self-control around learning.

In contrast, psychological flow represents a type of integration into life, as it is defined as the individual's integration into a specific task, to reach the peak of performance and reach the level of excellence. This state occurs to the individual when his capabilities and abilities are consistent or match the task or work he is doing or integrating into, which makes studying psychological flow in the learner a matter of utmost importance, as it is related to the extent of his success in performing his academic tasks, and achieving psychological compatibility in his school environment.

In this regard, the goal of education in our era goes beyond merely providing the learner with knowledge and facts, "but rather extends to the necessity of providing him with skills, abilities, self-reliance and solving the problems he faces, so that he can keep pace with the changes of the modern era, as many educational and

teaching institutions have been keen to take the initiative in employing their guidance programs in a way that achieves their goals" (Al-Swailem, 2019, p. 506).

This study seeks to shed light on the extent of the success of the Algerian educational institution in keeping pace with this development, by studying psychological flow as one of the positive aspects of personality, and its relationship to the level of self-management of the pupil who is about to take the baccalaureate exam.

1.1. Problem of the study:

Since the early nineties of the last century, psychologists have increasingly focused on what makes an individual's life more productive, fulfilling, and satisfying, which led to the emergence of health psychology, which has proven through many studies that the components of positive thinking and mood are essential for an individual's physical and psychological health. The accumulation of scientific research results and field experiments on positive traits such as optimism, hope, life satisfaction, psychological well-being and psychological flow... has also led to the emergence of a new trend in psychology at the beginning of this century, which is positive psychology, which focuses in its research on the experiences and psychological and personal traits that make life enjoyable and worth living to the fullest extent (Al-Bachir and Al-Hamidi, 2019, p. 254), instead of focusing on the negative aspects of personality.

The concept of psychological flow is considered one of the modern concepts that are closely linked to positive psychology, which we have become in dire need of at all age levels in general and in the secondary stage in particular, as it is considered the stage of construction and development to establish an advanced and developed society (Benhan, 2016, p. 314), where psychological flow effectively helps in enhancing the positive aspects of the pupil's personality, as it is achieved when the pupil forgets himself while thinking and working the mind to solve problems, so that the pupil is absorbed in carrying out the tasks required of him, which help him solve problems, in a state of feeling ecstasy and joy, which gives him the sweetness of enjoying life, with clarity of the goal and striving to achieve it (Gharib, 2015, p. 295).

The highest goal of psychology is to help individuals enjoy a healthy and cohesive personality, capable of facing the pressures of daily life, adapting properly to its increasing and diverse requirements, and succeeding in avoiding psychological illnesses. Maslach pointed out that "a person who cannot deal with continuous pressures loses his interest and feeling for all the things that others can help him with, and the distance between him and them widens, so he becomes less interested in their social, physical and emotional needs, and gradually finds himself isolated from others" (Abdul Aziz, 2010, p. 95).

Therefore, developed and developing countries seek to achieve comprehensive and ambitious development, to achieving human well-being, and meet psychological, social, and economic needs, and the development of the human element takes an important aspect of their plans, because it is the main factor in developing society and achieving its goals (Al-Taie, 2015, p. 51).

In contrast, the concept of self-management has become one of the modern concepts that play a positive and effective role in organizing the individual's life correctly, helps him deal with society, and supports his ability to strengthen and enhance himself, as it is necessary for all individuals at different ages and social roles, which means that self-management is an important factor in achieving academic and social success, as it is a set of alternative strategies that are used to generalize acquired skills and generalize these skills, because it helps the individual to control his learning process, and therefore it is necessary for pupils and teachers to use these strategies (Hachich, 2021, p. 384).

Proper self-management is the basis for dealing with relationships healthily and maturely. It is an essential skill in establishing continuous positive relationships with others, as it represents the ability to control negative emotions and transform them into positive emotions and effective skill practices, as the individual manages his actions, thoughts, and feelings flexibly in different situations, whether social or material.

The ability to express feelings and emotions positively is the key to social competence, which is concerned with how people express their feelings, and the extent of their success or failure in expressing these feelings (Mustapha, 2020, p. 418), which helps them achieve psychological and social compatibility, which was confirmed by the results of many studies, such as the study (Mahmoud, 2020) that aimed to reveal the relationship between self-management and self-efficacy, and between self-management and professional compatibility, as it reached "the existence of a positive correlation with statistical significance between self-management and self-efficacy, and between self-management and professional compatibility among special education teachers in the study sample" (Mahmoud, 2020).

Since the youth and adolescent segments are the most representative group in Algerian society, the current study focused on them, as it seeks to reveal the relationship between psychological well-being and self-management among Algerian pupils in secondary education, by answering the following main question:

- Is there a relationship between the level of psychological flow and self-management among a sample of baccalaureate pupils?
- Are there differences between baccalaureate pupils in the level of psychological flow, attributed to the gender variable?
- Are there differences between baccalaureate pupils in the level of self-management, attributed to the gender variable?

1.2 Study hypotheses:

The hypothesis is considered a temporary solution that is verified by following the steps of the scientific method, so the study hypotheses were formulated as follows:

1- There is no statistically significant relationship between the level of psychological well-being and self-management among the baccalaureate pupils in the study sample.

2- There are no statistically significant differences between the averages of psychological flow scores among the baccalaureate pupils in the study sample, attributed to the gender variable (males/females).

3- There are no statistically significant differences between the averages of self-management scores among the baccalaureate pupils in the study sample, attributed to the gender variable (males/females).

1.3. Study objectives:

This study aimed to reveal:

- The relationship between the level of psychological flow and self-management among a sample of baccalaureate pupils.

- Differences in the level of psychological flow among the pupils in the study sample, according to the gender variable.

- Differences in the level of self-management among the pupils in the study sample, according to the gender variable.

The study also aimed to draw the attention of official institutions and those interested in educational affairs in Algeria, to the importance of focusing on developing the positive aspects of the pupil's personality, and its role in improving the educational return for pupils and educational institutions alike.

1.4. Importance of the study:

This study derives its importance from the fact that it:

- Keeps pace with the new trend of modern studies that have become focused on the positive aspects of personality and topics that belong to the field of positive psychology.

- Is consistent with the national vision that reflects the state's great interest in the quality of life and interest in the pupil and making him the center of the educational process.

Its results are useful in presenting guidance programs and disseminating them to educational institutions, to achieve the highest possible level of psychological flow, and programs for developing self-management skills.

1.5. Study Concepts:

1.5.1 Psychological Flow:

Psychological flow is defined as an ideal experience that occurs in an individual from time to time, when he performs tasks with the highest degree of performance, and is determined by complete engagement in performance, low awareness of time and place during performance, forgetting one's own needs, and spontaneous pleasure accompanied by joy and enjoyment as a result of doing the work (Al-Bahas, 2010, p. 121).

(Mihaly, 1990) defines psychological flow as a state of complete immersion of the self in a specific activity, or focus on the procedural mental state when the individual performs an activity while being fully absorbed and actively emotionally focused, and fully participating, in addition to feeling pleasure from performing this activity.

(Abu Halawa, 2013) believes that psychological flow is the state of the individual's complete annihilation in the tasks and work he performs, forgetting himself, time, and others, to move towards perseverance, and ultimately reaching a unique kind of human creativity.

Accordingly, it can be said that psychological flow is a state of ecstasy and joy that the individual reaches while deeply immersed in performing an activity or work, to the point of losing awareness of time and place, to eventually reach the level of human creativity.

Procedural definition of psychological flow:

It is defined as the pupil's evaluation of the ideal experience he lives when he performs tasks with the highest degree of performance, and it occurs through complete preoccupation with the performance and decreased awareness of time and place during the performance, forgetting the needs of the self and feeling pleasure and joy, and it is indicated by the degree obtained by the pupil in the study sample in his response to the scale prepared by Nassif (2015), which is adopted in this study.

1.5.2 Self-management:

It is defined by (Hawida Mahmoud, 2012) as "a set of skills and mechanisms that an individual uses in various situations to improve his behavior and determine his needs, and thus achieve his goals, which include time management skills, emotional management, social relations management, self-confidence, and self-motivation" (Awad, 2016, p. 8).

It is defined by (Ahmed Mustapha, 2020) as: "The individual's ability to direct himself, control and regulate his emotions, and confront the pressures he suffers from, to achieve psychological balance, and then achieve the desired goals through time management, effective communication, and decision-making" (Mustapha, 2020, p. 420). We conclude that self-management includes a person's knowledge of his abilities and skills, the optimal use of these abilities and skills and their proper direction, and controlling his emotions to achieve his goals,

through the ability to satisfy his needs in light of what the environment in which he lives provides, to create a state of balance between needs, desires, goals, and priorities, in life.

Procedural definition of Self-management:
The current study defines self-management as the ability of the pupil sample to monitor his behavior, using the most appropriate methods and means that help him make the most of his time to achieve his goals, and find a balance in his life between duties, desires, and goals, which are determined in the following dimensions: self-goals, self-planning, relationships with others, and self-control and evaluation. It is indicated by the score obtained by the baccalaureate pupil sample of the study on the self-management scale of Hassan (2010), which was adopted by this study.

2. Method and tools:

1.2. Study methodology:
The descriptive correlational method was adopted in this study, as it is the most appropriate to achieve its objectives and verify its hypotheses, because correlational research describes the degree of relationship between variables quantitatively as they are in reality, and then compares the responses of individuals.

2.2. Study community:
The psychological flow and self-management scales were applied to 250 male and female pupils, who were randomly selected from among the third-year secondary school pupils, who were about to take the baccalaureate exam in the two secondary schools of the city of Gmar in the state of El Oued (Algeria).

3.2- Data collection tools:
To collect the study data, the following was used:

2.3.1. The Psychological Flow Scale: prepared by Nassif (2015), consisting of (32) items, answered through five alternatives, covering nine dimensions: self-intentional personality, clear goals, balance between ability and challenge level, focus, control of situation or activity, unambiguous feedback, actual integration of consciousness, distorted sense of time, loss of sense of self-awareness.
Its stability was confirmed by relying on the half-split, and Cronbach's alpha for the dimensions of the Psychological Flow Scale, and for the scale as a whole, and their values ranged between (0.74) and (0.86). As for confirming validity, the methods of one-way comparison and internal consistency were adopted, as the values of the correlation coefficients between the score of each dimension and the total score of the scale ranged between (0.37) and (0.77), which indicates the internal consistency between the total score of the scale and its dimensions.

2.3.2. Self-management scale: prepared and standardized by Hassan (2010), consists of (25) items, covering the following four dimensions: self-goals, self-planning, relationships with others, self-control, and evaluation, which are answered by choosing one of the five alternatives. The factorial validity coefficients were calculated by calculating the average of the significant saturations for each dimension, and this average was taken as an indicator of the test validity coefficients, and the averages of the factorial validity for the dimensions ranged between (0.66 and 0.78). The validity of the items was based on finding the correlation coefficient between the score of each item and the total score, as the values of these coefficients ranged between (0.40 and 0.78) and all of them are significant values at (0.01), he also used the analysis of variance method to find the test reliability coefficient, where its value reached (0.69), and Al-Zahrani and Kachki re-verified its psychometric properties in their study (Al-Zahrani and Kachki, 2020, pp. 231-234).

2.4. Statistical methods:
The Pearson correlation coefficient was adopted to calculate the relationship between two quantitative variables, and the t-test for two unrelated averages and two unequal samples was used to study the significance of the differences between the averages, as they are the most appropriate for processing the quantitative study data and verifying its hypotheses. The study data were statistically processed using the Statistical Package for Social Sciences (SPSS) program.

3. Study results and discussion:

Using data collection tools, and after processing them statistically, the study reached the following results:

3.1 Presentation and discussion of the results of the first hypothesis:
The first hypothesis states that "There is no statistically significant relationship between the level of psychological well-being and self-management among the baccalaureate pupils in the study sample".

Table (01) shows the value of the Pearson correlation coefficient between the degrees of psychological flow and self-management among the baccalaureate pupils in the study sample.

Study variables	Correlation coefficient value	Degree of freedom	Level of significance
Psychological flow Self-management	0.779	248	Significant at level: 0.01

The table No. (01) shows that the value of the "Pearson" correlation coefficient between the degrees of psychological flow and the degrees of self-management was strong and positive, as its value reached (0.779), indicating a strong direct relationship between the two variables.

This result is consistent with the findings of the study (Ahmed, 2019), which aimed to reveal the best causal model that explains the paths of direct and indirect effects between psychological flow and self-management, and the quality of academic life among university pupils, where the size of the study sample was (324) male and female pupils at Helwan University, and the results showed a direct causal relationship between psychological flow and both self-management and the quality of academic life (Ahmed, 2019, p. 528).

These results are similar to the findings of the study (Al-Zahrani, 2022), which aimed to reveal the relationship between psychological flow, psychological well-being, and self-management among a sample of visual artists in the Makkah region and its affiliated governorates. The study was applied to a sample of (110) visual artists of both sexes, based on the correlational approach, and using the psychological flow scale of (Payne et al., 2011) and the Oxford Happiness questionnaire prepared by (Hills and Argyle, 2002), and the self-management scale prepared in 2009, and the results showed a statistically significant, low positive relationship between psychological flow and self-management (Al-Zahrani, 2022).

These results can be interpreted as components of psychological flow, including clear goals, the integration of the psychologically flowing individual and his ability to focus, as well as his feeling of control and mastery over the situation or activity he is doing. At the same time, self-management includes the person's knowledge of his abilities and skills, his good use of these abilities and skills and his good direction them, and control of his emotions to achieve the goals he seeks. Therefore, it is expected that psychological flow is linked to self-management in a direct and positive relationship.

The relationship between psychological flow and self-management can also be explained by examining the transitive relationship of both variables with intermediate variables, such as positive thinking, self-efficacy, and others, as many studies have proven a positive direct relationship between these variables and both psychological flow and self-management, such as **the study of (Al-Aswad, 2021)** conducted on (300) male and female pupils from the University of Ouargla (Algeria), to reveal the level of positive thinking, self-efficacy, and psychological flow among university pupils, and among the results reached by this study is the presence of a predictive ability for both positive thinking and self-efficacy to cause psychological flow (Barghouti and Alioua, 2022, 1196-1197).

The study of (Al-Sayed et al., 2015), witch conducted on (120) university pupils, where the study reached the ability to predict self-management through the pupil's academic self-efficacy (Al-Sayed, Yassin, and Imam, 2015, 94).

The study of (Ismail, 2014), witch conducted to reveal the differences between high and low self-management in some cognitive and emotional variables among secondary school pupils, and the size of his sample was (190) individuals, as the results of the study indicated that pupils with high self-management are characterized by a high level of positive thinking and the ability to make decisions, unlike their counterparts with low self-management (Sulaiman, 2021, p. 127), which indicates that the association of psychological flow and self-management with the same intermediate variables with positive direct relationships, increases the possibility of their association with the same positive direct relationship.

3.2. Presentation and discussion of the results of the second hypothesis:

The second hypothesis states that "There are no statistically significant differences between the averages of psychological flow scores among the baccalaureate pupils in the study sample, attributed to the gender variable (males/females)".

Table (02) shows the significance of the differences between the averages of the psychological flow scores of the baccalaureate pupils in the study sample according to their gender (males/females).

Psychological flow	Males	Females	N	Calculated-t	Tabulated- t	Significance level at 0.01	Direction of difference
Number of pupils	110	140					
Arithmetic mean (M)	97.59	105.77	250	4.06	2.5	Statistically significant	in favor of females
Standard deviation (Z)	16.12	15.65					

Table No. (02) shows that the calculated "t" value (4.06) is greater than the tabulated value at the significance level (0.01), and accordingly, the null hypothesis is rejected, and its alternative is accepted, which states that: "There are statistically significant differences between the averages of the psychological flow scores of the baccalaureate pupils in the study sample, attributed to the gender variable (males/females)", and the values of the arithmetic means (97.59) and (105.77) show that these differences were in favor of the female pupils.

This result is consistent with what some previous studies have reached, such as the study (Khachba, 2017), which aimed to study the relationship between psychological flow and happiness, job satisfaction, and procrastination in light of some demographic variables. The study was applied to (513) male and female teachers, (253) males and (260) females, based on the descriptive correlational approach and using the psychological flow scale, the happiness scale, the procrastination scale, and the job satisfaction scale. The study resulted in several results, including the presence of statistically significant differences between the averages of psychological flow scores attributed to gender and in favor of female teachers (Khashaba, 2017, p. 221).

These results were similar to the findings of the study (Ben Sheikh, 2015), which aimed to reveal the nature of the relationship between emotional balance and psychological flow, as well as to identify the significance of differences in both variables according to gender, work experience, and teaching material. The study was applied to (213) male and female secondary school teachers in Ouargla (Algeria), where its results showed differences between the average scores of sample members on the psychological flow scale attributed to the variable of the teacher's gender in favor of males (Al-Rubai, 2021, p. 180), despite the difference in the direction of the differences with the current study, which was in favor of females. In contrast, other studies have found that there are no statistically significant differences between females and males regarding the level of psychological flow, including the study (Al-Natcha, 2021) entitled "Psychological Flow and its Relationship to academic ambition among a sample of graduate Students in universities in the Hebron Governorate", where the correlational approach was used in the study, and the size of the study sample was (188) male and female students, who were selected randomly, and based on the scales of the psychological flow and academic ambition, the results showed that there were no statistically significant differences between the averages of psychological flow scores among the sample students attributed to the variables: gender, specialization, university, and social status (Al-Natcha, 2021).

From the above, it is noted that field studies do not agree on the existence of gender differences in the level of psychological flow or not, as well as on the direction of the differences if they appear, where they were sometimes in favor of females and at other times those differences appeared in favor of males, as this difference in the results may be due to the difference in cultural, economic, and social environments and several other demographic variables in which these studies were conducted, as it was proven, for example, that the economic aspect, such as income level, has a relationship with the direction of the differences, as the study (Khachaba, 2017) found that there are differences in psychological flow attributed to the income variable in favor of the highest income, and differences attributed to academic titles in favor of the expert teacher's category (Khachaba, 2017, p. 221). The specialization and academic level of the student also play a role in directing the differences, as the study (Al-Acwad, 2020) conducted on (82) male and female students found that there were differences in psychological flow among the study sample attributed to their specializations and academic levels. Therefore, regardless of the proportion of females and males in the samples of the studies mentioned above, variables other than gender may have the greatest influence on the existence and direction of these differences.

3.3- Presentation and discussion of the results of the third hypothesis:

Table (03) shows the significance of the differences between the average self-management scores of the baccalaureate pupils in the study sample according to their gender (males/females).

self-management	Males	Females	N	Calculated- t	Tabulated- t	Significance level at 0.01	Direction of difference
Number of pupils	110	140					
Arithmetic mean (m)	95.63	104.25	250	4.92	2.5	**Statistically significant**	y in favor of females
Standard deviation (z)	18.84	7.67					

The third hypothesis states: "There are no statistically significant differences between the averages of self-management scores among the baccalaureate pupils in the study sample, attributed to the gender variable (males/females)".

It is clear from the table above that the calculated "t" value (4.92) is greater than the tabulated value (2.5) at the significance level (0.01), which leads to the rejection of the null hypothesis and the acceptance of its alternative, which states: "There are statistically significant differences between the averages of self-management scores

among the baccalaureate pupils in the study sample, attributed to the gender variable (males/females)", and the values of the arithmetic means (95.63) and (104.25) indicate that these differences are in favor of female pupils.

The results of the current study are consistent with the findings of the study of (Mohammed, 2008) and the study of (Ali and Omar, 2004), which found differences in one of the dimensions of self-management skills in favor of females, while the study of (Al-Qaisi, 2010) found statistically significant differences in the dimension of self-esteem in favor of males (Abd Elhamid, Abu Muslim and Al-Mawafi, 2012, p. 200). These results can be explained by the cultural and social development of today's societies, as females have become competitive with males in all academic, training and professional fields, which prompts both sexes to rely on themselves to achieve self-realization in all fields they enter, and to achieve success, especially in light of the absence of differences in the educational system to which both females and males are subject, with the acknowledgement that each educational stage (primary - middle - secondary) has its own requirements.

The superiority of females in the level of self-management may also be due to the stereotypical image of females in our Arab societies, which expects them to control and regulate their emotions at this age, while they may accept the opposite from males, not to mention the developmental characteristics of both sexes at this age, which explains the level of social competence that females may reach at this age, in a way that may explain the superiority of females over males in the skill of self-management, which is defined as: "The individual's ability to direct himself, control and regulate his emotions, and confront the pressures he suffers from in order to achieve a balance with himself, and achieve the desired goals through time management, effective communication, and decision-making." (Mustapha, 2020, p. 420).

These results differed from the study (Abd Elhamid, Abu Muslim and Al-Mawafi, 2012) which aimed to reveal the relationship between self-management skills and professional compatibility among a sample of teachers, estimated at (271) male and female teachers, which concluded that "there were no statistically significant differences between the average scores of self-management skills among both male and female teachers, whether on the dimensions of the scale or the total score." (Abdul Hamid, Abu Muslim and Al-Mawafi, 2012).

This difference may be due to the fact that the sample of the study (Abd Elhamid, Abu Muslim and Al-Mawafi, 2012) included adults, unlike the current study, whose sample was adolescents, as studies indicate that self-management skills differ according to age groups, and a study by (Chaker, 2016) that aimed to measure self-management abilities among state employees, where the sample size was (200) male and female employees who were selected randomly from eight ministries, as the study concluded that state employees have the ability to manage themselves in the middle age stage, and that there are no statistically significant differences between state employees in self-management skills attributed to the gender variable, and there are no differences in self-management skills between married and unmarried employees (Chaker, 2016, p. 149).

4- Conclusion:

Positive psychology focuses on understanding individuals who live happily and enjoy their daily lives, and work on developing their personalities and helping others, as these abilities allow them to grow, endure hardship, and avoid various psychological and organic diseases, on the other hand, supporters of this trend believe that a person who enjoys mental health is able to adapt and harmonize with himself and his society by focusing on the positive aspects of his personality and daily life, therefore, paying attention to the positive characteristics of the personality, such as psychological flow and self-management, and developing various models for them to determine their basic features, indicators, and the most important factors affecting them, would contribute to enabling individuals, regardless of their age and activities, to live better and more efficiently and effectively, which benefits individuals, their communities, and their countries alike.

Through the results of the current study and reviewing the theoretical literature on the subject, a number of proposals were reached, the most important of which are:

- The need to reconsider the policy and systems of educational and training institutions, to enhance and improve psychological flow among young people.
- The need to prepare workshops and courses by experts and specialists in guidance, and design websites affiliated with educational institutions and universities, which provide remote training sessions to raise awareness of the correct way to reach the psychological flow of individuals and their good management of themselves.
- Encouraging universities and scientific research centers to conduct more research on the concepts of positive psychology, including psychological flow and self-management.
- Offering training courses for school pupils and university students on the development of self-management under the supervision of specialists.
- Raising awareness among parents about the importance of developing self-management skills among children to help them achieve their psychological health.

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