

# IJEMD



## INDONESIAN JOURNAL OF EDUCATION METHODS DEVELOPMENT

**UNIVERSITAS MUHAMMADIYAH SIDOARJO**

## Table Of Contents

<b>Journal Cover</b> .....	1
<b>Author[s] Statement</b> .....	3
<b>Editorial Team</b> .....	4
<b>Article information</b> .....	5
Check this article update (crossmark) .....	5
Check this article impact .....	5
Cite this article .....	5
<b>Title page</b> .....	6
Article Title .....	6
Author information .....	6
Abstract .....	6
<b>Article content</b> .....	7

## Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

## Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

## Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licences/by/4.0/legalcode>

## EDITORIAL TEAM

### Editor in Chief

Mohammad Faizal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia ([Scopus](#))

### Managing Editors

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Enik Setiyawati, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

### Section Editors

Dr. Yuli Astutik, M.Pd., Associate Professor, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Dr. Dian Novita, M.Pd., Associate Professor, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Dr. Vidya Mandarani, M.Hum., Associate Professor, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Dr. Fika Megawati, M.Pd., Associate Professor, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Dr. Dian Rahma Santoso, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Wahyu Taufik, M.Pd., Universitas Muhammadiyah Sidoarjo, Indonesia

Shela Agustina, M.Pd., Universitas Muhammadiyah Sidoarjo, Indonesia

Niko Fedyanto, M.A, Universitas Muhammadiyah Sidoarjo, Indonesia

Machful Indra Kurniawan, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Delora Jantung Amelia, Universitas Muhammadiyah Malang, Indonesia ([Google Scholar](#))

Bakhtiyor Khoshimovich Mirzarakhimov, Associate Professor (PhD), Fergana State University, Uzbekistan ([Google Scholar](#))

### Layout Editors

Tri Linggo Wati, Universitas Muhammadiyah Sidoarjo, Indonesia ([Google Scholar](#))

Complete list of editorial team ([link](#))

Complete list of indexing services for this journal ([link](#))

How to submit to this journal ([link](#))

## Article information

**Check this article update (crossmark)**



**Check this article impact (\*)**



**Save this article to Mendeley**



(\*) Time for indexing process is various, depends on indexing database platform

## Sound Thinking and Its Relation to Meta-mood: Educational Counselors in Schools: Pemikiran yang Rasional dan Hubungannya dengan Meta-mood: Konselor Pendidikan di Sekolah

**Rawaa Jaafar Abd Al-Mayahy, Str.rawaa.jaa@uowasit.edu.iq (\*)**

*College of Education for Human Sciences, University of Wasit, Iraq*

**Hussein Karim Mohammed Al-Anzi, husseink@uowasit.edu.iq**

*College of Education for Human Sciences, University of Wasit, , Iraq*

(\*) Corresponding author

### Abstract

**General Background** Positive thinking is a central construct in psychological well-being, closely associated with emotional regulation and adaptive cognitive processes. **Specific Background** The integration of emotional intelligence and meta-mood concepts has provided a theoretical basis for understanding how individuals monitor and manage their emotional states. **Knowledge Gap** Despite extensive theoretical development, there remains limited clarity in linking positive thinking constructs with measurable emotional regulation mechanisms in educational and psychological contexts. **Aims** This study aims to examine the relationship between positive thinking and meta-mood components, focusing on emotional attention, clarity, and repair. **Results** The findings indicate a significant association between positive cognitive patterns and improved emotional awareness, regulation, and psychological balance. **Novelty** The study contributes a conceptual integration of positive thinking with meta-mood dimensions, offering a structured perspective on emotional regulation processes. **Implications** The results provide a theoretical basis for developing educational and counseling strategies that support emotional awareness and cognitive resilience

**Keywords:** Positive Thinking, Meta Mood, Emotional Regulation, Emotional Intelligence, Cognitive Processes

### Key Findings Highlights

Cognitive patterns correlate with awareness and management of emotional states

Emotional clarity supports stability in psychological responses

Integrated framework links cognition with affective processing

Published date: 2026-03-24

## Research problem:

Sound thinking involves key functions that contribute to building and preparing a society with correct and sound visions based on achieving happiness. Rest the individual's psychological state helps this thinking in his self-development, because educational institutions focus their vocabulary on serving society, and this enables the individual to live within the social, educational, and cognitive framework. Which It contributes to preparing individuals! Integrated and more effective in utilizing capabilities individual In the right way to achieve harmony within the community in which he is and to be more cooperative with it, the role of educational counselors, whether in an educational or social way, is one of the important elements that must be available in the environment and the school, and they have a major role in developing motivation and moral and psychological support, as well as knowing their psychological and mental abilities in helping them solve their psychological, academic and social problems among all students.

Sound thinking plays a vital role in all human activities. It is a fundamental factor in learning, teaching, management, public relations, and all educational, social, political, economic, and scientific activities. It contributes significantly to shaping and improving life, as well as helping to solve many problems and avoid dangers. Through it, a person can control and manage many things and direct them to their advantage in life [1].

The author in [2] indicates that the nature of an individual's meta-temperament, whether positive or negative, has major repercussions on a person's psychological and physical health, and also affects the nature of thinking and formation.

And the meta-mood is a special concept. The individual's ability to control emotional and affective states is known as meta-mood, and ways to develop it. This refers to the extent to which the individual is aware of their feelings and the clarity of these feelings to them, and what the individual believes about fixing their negative mood or trying to change it to reach a good mood. It is also indicated that awareness and attention to the mood state, controlling it, working to fix it, and controlling it for the better [3].

Therefore, the person's lack of enjoyment mentality. The temperamental nature of the situation that helps an individual cope with such circumstances makes him more susceptible than others to suffering from mood and psychological disorders. And it is possible This is done by the individual through emotional or mood regulation, which refers to a set of processes and strategies through which the individual seeks to redirect and control the flow of emotional and moody feelings he experiences. This includes increasing or decreasing the maintenance of both positive and negative emotions in influencing the emotional response and its components, which include behavior, physiological changes, thoughts, and feelings [4].

The nature of the school counselor's work and their level of satisfaction contribute to their success as an inspiring educational leader. Crucially, a school counselor needs to feel satisfied with their job to achieve personal fulfillment and develop future visions for their role and its effectiveness in problem-solving. This includes understanding how to interact with students and build important professional, social, and educational relationships based on key principles such as mutual understanding, trust, consultation, and collaboration in problem-solving. The school counselor's role in the educational institution influences student behavior and boosts morale, contributing to success. They act as a liaison between school administration, teaching staff, and students. Their role extends beyond this, addressing issues like frequent student absences, declining academic performance, and undesirable behaviors within the school environment.

The problem of the current research lies in knowing the nature of the relationship between sound thinking and meta-mood among educational counselors, and this question represents the core of the research problem.

## Importance of the research:

Sound thinking has become a prominent and valued principle for educational advisors striving to advance educational institutions and provide them with diverse means of success. It is also crucial for future planners to address increasing complexity and equip students with the ability to effectively overcome obstacles and compete effectively in an era where success and excellence are directly linked to sound and logical thinking. A person can achieve their goals by first improving their intellectual capacity through adopting a sound approach to thinking about themselves, their community, and life in general. They must train themselves to abandon negative and complex thoughts that limit their abilities and hinder their efforts to achieve their life goals [5].

The importance of sound thinking lies in an individual's awareness of their ability to overcome most unwanted emotions that hinder their progress and prevent them from achieving what is best. Sound thinking is a powerful resource that helps individuals think critically and find appropriate solutions to the problems they face. Furthermore, sound thinking helps the counselee develop and grow their personality, acquiring healthy and positive attitudes and tendencies towards themselves and society through their interaction with the people around them in their social environment. This is one of the most important goals of the counseling process: listening to and paying attention to others [6].

As The concept of meta-mood is relatively recent in our psychological and educational heritage. This concept is important for understanding many aspects of human behavior, such as anxiety and depression. Meta-mood enables individuals to evaluate and regulate the thoughts and feelings underlying their moods and failures, which can place them in complex situations and cause stressful events. Therefore, it requires individuals to take a decisive stance to confront and overcome these challenges. Evaluating and regulating one's mood allows individuals to pay attention to their thoughts and feelings and subsequently modify the negative thoughts that contribute to negative moods and states [7].

Based on the above, the importance of the research can be clarified from the theoretical side by giving a clear theoretical idea about the two variables of the current research, which are sound thinking and meta-mood. It is hoped that the two variables will contribute to this study to enrich the theoretical frameworks in psychology that deal with the positive variables in the personality of the educational counselor. This current study is based on the segment of educational counselors, as they are the important segment in the education sector, due to their important and effective role in developing and improving the personality of the counselees, who are the most beneficial to them, so that they become capable and able to solve the problems that they face and to be able to make their decisions in their academic and social lives.

**Research objectives** -The current research aims to define:

1. Sound thinking among educational counselors.
2. Meta-mood among educational counselors.
3. The nature of the correlational relationship between Sound thinking and meta-temperament among educational counselors.

## Research boundaries

The current research is limited to educational counselors in the General Directorate of Education of Wasit (males and females) for the academic year (204-2025).

### First: Sound thinking

### Second: Meta-mood: Meta Mood

- Based on the study by Seligman and Pawelski [8], the process of focusing an individual's mind and using positive results on what is constructive and good in order to get rid of negative, harmful, and illogical thoughts and replace them with positive thoughts and feelings.
- **Theoretical definition:**The two researchers adopted the definition for sound thinking in the current research as well as adopting his theory in the theoretical framework of the research.
- **Operational definition:**The total score obtained by educational counselors through responding to the sound reasoning scale prepared by the researchers for this research.
- Based on the study by Salovey et al. [9], It is the individual's continuous and relative tendency to reflect on their feelings and thoughts underlying their mood, in light of the individual's awareness of their feelings, their degree of clarity to them, and the personal beliefs they hold about their negative mood, and their attempts to correct it
- **Theoretical definition:** The researchers adopted the definition of Salovey and his colleagues in 1995 because they adopted the theoretical framework of Salovey and colleagues.
- **Operational definition:**It is the total score obtained by educational counselors through responding to the sound reasoning scale that the researchers prepared for this research.

## Chapter Two:

### First axis: Theoretical framework .

#### First: Sound thinking

God Creator the heavens and the earth and the creator of man and other creatures. And made humans are distinct from other creatures, distinguished by countless blessings, including the gift of reason. They utilize this gift in life for thinking, understanding, perception, and other mental processes that have garnered significant attention from researchers, educators, and philosophers throughout history and continue to do so. Despite this, there is still no consensus on how we think or how the human brain functions. Furthermore, interest in thinking and its various forms was relatively limited in the past, as societies were more stable, and problem-solving and decision-making were guided by religious beliefs and ethical frameworks [10].

The first seeds of positive psychology sprang from sound thinking based on logic and reason, including cognitive therapy and cognitive psychology, which occupy a prominent position in contemporary psychology. In this sense, the positive therapist spends a significant portion of their time teaching others that positive behavior and sound thinking can only be achieved through correct ideas, beliefs, and sound personal attitudes characterized by rationality [11].

As Thinking about something and focusing on it is one of the main laws that directs human life, negatively or positively.!, When an individual think in his conscious mind and in a sound manner, he merges with his experience, and thus it will turn into reality when he gives it his feelings. And the stronger his belief in something, the more it contributes to influencing his behavior and ways of thinking soundly [12]

Sound thinking, in its general sense, encompasses all types of rational mental activity or sound cognitive behavior characterized by the use of symbols to represent things and events. It means processing things and events through their symbols, rather than processing them through outward activity. Here, the word "thinking" in our everyday speech, in a very general sense, includes many types of sound mental thinking activity.

Sound thinking also falls under the umbrella of positive psychology, which recognizes that individuals are beings with both

positive and negative aspects to their lives. The core principle of positive psychology is that individuals are born with a multitude of negative and positive emotions, which are triggered by life's situations and experiences. Furthermore, it is essential to understand the source of these thoughts, cultivate them, and refine them. This, in turn, fosters the development of mental abilities and social skills that help shape an individual's personality. Positive thinking is closely linked to success in all areas of life. To achieve success, live happily, and lead a balanced life, individuals must change their thinking patterns, lifestyle, and perspective on themselves and others, and strive continuously to improve all aspects of their lives [13].

## Dimensions of sound thinking:

It was mentioned that this type of thinking is based on several dimensions, which are:

1. Positive expectations and optimism: That is, what an individual expects from achieving sound and optimistic thinking in all aspects of his life (personal, social, professional and health).
2. Emotional regulation and control of higher mental processes: The individual possesses skills that direct his attention and benefit from past memories, and his ability to have sound imaginations and ideas that are useful and appropriate to his mental health, and develop the knowledge he has to suit the process of social and psychological adjustment.
3. General sense of satisfaction: that is, an individual's feeling of complete satisfaction with themselves and their sense of happiness in achieving their life goals, such as their standard of living, education, and accomplishments.
4. Tolerance and ease: This means that the individual adopts beliefs and tolerance regarding their past experiences and the psychological difficulties associated with that past. The past is over and they should not restrict themselves to it.
5. Emotional intelligence: This refers to an individual's personal qualities and social and emotional skills that enable them to understand the feelings and emotions of others, thus allowing them to guide their life psychologically and socially based on these skills [14].

## Factors affecting sound thinking :

Sound thinking is influenced by many factors that affect it and its formation. Everything an individual feels and believes, including their knowledge, is based primarily on the ideas they have in their mind. These ideas come in the form of both conscious and unconscious thoughts, as I mentioned, and among the most important of these are the following:

- His holistic view and his movements within his surroundings in a comprehensive manner.
- The impact of brain structure and the inherited genes it carries on the development of the mind.
- Using personal skills in the strategic organization of his ideas.
- The individual utilizes the effort he puts into sound thinking by developing his secondary skills.
- Adjustment Internal commitment and participation in the work [14].

## Characteristics of sound thinking:

When an individual's thinking is directed correctly, they will find many cognitive and perceptual pathways that distinguish between positive and negative thoughts, including sound reasoning and correct behavior. The most important of these characteristics are listed below [11].

1. Flexibility of thinking, as the individual seeks new information.
2. His inputs and proposals are characterized by sublimity and sophistication, as his concepts are logical and adaptable to modification and change if the need arises.
3. He is characterized by sound and enlightened thinking and is able to express his opinion while respecting the opinion of others [15].
4. He will be more capable of achievement and work.
5. He seeks to change from a state of negative thinking to full performance in a positive way of thinking and has a serious desire to change [16].

## Factors influencing positive thinking:

### • Socialization:

Socialization is subject to changes introduced into it as a culture of society from other cultures as a result of interaction between them. Socialization in traditional societies was confined to a small and limited number of educational and social institutions, such as the family, school, community, mosque, neighbors and friends, so that these institutions support each other to achieve a balanced and healthy socialization, far from contradiction, conflict and competition between their goals [17].

- **The school:**

The school is a social and educational institution that carries out both teaching and upbringing. It emerged when societies developed, knowledge became more complex and diverse, and the family could no longer bear the burden of these functions alone. Although the establishment of the school has taken many of the tasks away from traditional educational institutions, it can by no means replace them. These institutions, especially the family, continue to work in parallel with the school in

promoting sound thinking.

- **Wars** There is no doubt about the profound moral and psychological impact of these wars on societies. The most dangerous effects of war are those that manifest on children, leading to a loss of psychological balance and the emergence of numerous psychological problems. Among the most significant psychological and social conditions that children experience during war are anxiety and fear, malnutrition, displacement, illness, orphan hood, perpetration of acts of violence, and feelings of helplessness and dependency
- **Various media outlets:**

The demand for advanced media in its various forms is almost doubling every year and every month, and at an accelerating rate. Some studies have shown that there are impact Television and satellite broadcasting have a direct and noticeable impact on viewers' behavior and thinking, and individuals should rely on their own methods and characteristics of sound thinking and research, and not settle for what is easy [15].

- **The foundations of sound thinking:**

## 1- Awareness:

Awareness comes as the first step in positive thinking, for it is the foundation for developing insights into both objective and subjective realities simultaneously, and for understanding their implications. Their positive aspects and their drawbacks. Awareness is becoming connected to who you are, what you feel, think, and do. When a person becomes aware of who they are and what they are doing in the present, the prospects for exploring alternatives and solutions become clear, allowing for an effective engagement with both subjective and objective reality [18].

## 2- Mindfulness:

It is a flexible mental state characterized by openness to the new and the novel, and therefore represents an advanced state of awareness of potential and opportunities when we are mentally alert.

## 3- Flexibility and adaptability:

Adaptability (mental and behavioral flexibility) is defined as the ability to manage things in difficult, threatening, or even adversarial situations with an effective and efficient approach. It is the ability to mobilize mental and skill-based energies in order to act appropriately in circumstances that impose obstacles to success and threaten its outcomes [19].

## Theories explaining the variable of sound reasoning:

### · Seligman and Pawelski's theory [8]

According to Seligman theory in 1998, optimism and pessimism are two styles of thinking and interpreting facts and events. Our interpretation of events is not limited to confronting a specific instance of success or failure, but rather depends on the idea we form of the overall value we assign to ourselves, our potential, our opportunities, and our place in life. We can learn optimism or pessimism based on our experiences and upbringing, characterized by care, love, encouragement, and recognition, or by isolation, reprimand, neglect, and belittlement. Since this optimistic or pessimistic style of thinking is learned, it can be re-learned and replaced through therapeutic training methods [19].

### · Albert Ellis's Theory

Alice sees, it is important to note that there is a connection between emotion, reason, and behavior. Rational Emotive Behavior Therapy focuses on the fact that humans think, feel, and act simultaneously and rarely feel without thinking. The essence of the theory lies in the way we think about situations and events, not in the events themselves. Negative and irrational thinking about situations and events is what causes the disturbance. The events that a person is exposed to include external factors, but humans are not entirely controlled by them. Biological and social shortcomings, negative and irrational thinking, can be avoided, and people can act in a way that allows them to control their future [20].

- **Aaron Beck's theory**

Aaron Beck believes that every individual has ideas and expectations about himself, about others, and about the world around him, and these form the basic philosophy of the person in life [21]. Beck focuses on the role of mental processes in relation to motives, emotions, and behaviour, where a person's behavioural and emotional responses are determined by how he interprets an event and the meaning he gives to that event. Therefore, the individual works to change these negative thoughts to positive ones by reshaping his perceptions so that he can change his behaviour [22].

- **Second: Meta-mood**

The nature This concept Meta mood It is That she A process related to thinking about moods individual , and Knowledge and study The relationship between mood and thoughts, maintaining a good mood, and changing a bad mood; when an individual begins to think about their mood as quickly as possible, it begins In addition to at threshold AR Has kill Among the personal skills that make an individual aware of emotional experience, reflection, and contemplation of their feelings, emotions, and

impulses that underlie their mood, paying attention to them, distinguishing them, clarifying these feelings for themselves, changing negative feelings, trying to fix them, and maintaining their feelings positivity to maintain his good mood [9].

It can be said that meta-mood is a range of factors that can change or mood adjustment the individual is indirectly affected, and their negative feelings are reduced so that the individual understands their mood and its negative impact. Therefore, the individual feels that their mood is under control and that it is possible to change it for the better as soon as possible. Some view meta-mood as an ongoing reflective process related to mood, through which the individual constantly perceives, evaluates, and regulates emotional states [23].

That Meta Mood: Emotions don't occur in a vacuum, but within with in a social context, whether an individual's mood experiences are pleasant or unpleasant, they are subject to sound reasoning. Individuals differ in their ability to manage emotions and moods, and this is the essence of the difference between meta-mood theory and emotional intelligence theory. Meta-mood theory has capitalized on these differences in individual feelings to try to manage emotions and feelings.

As temperaments contain truthful and useful information for the individual; however, individuals differ in their use of these temperaments. Hence, meta-temperament experience and the evaluation of our ideas about temperament have become a growing field of research into individual differences. The increased interest in studying temperaments and meta-temperaments stems from the surge in interest in emotions as important indicators for sound and successful decision-making, in addition to their role in modifying individual behavior and emotional well-being [24].

That nature Individuals constantly reflect on their feelings by observing, evaluating, and regulating them; they call this process... (Meta-mood), and a special meta-mood scale has been developed in order to measure and understand the changes that occur in individual's moment by moment and their impact on mood [23].

This experience indicates that Meta Mood refers to an individual's awareness of feelings and the ideas that led to the emergence of that experience, which are divided into two parts:

- Feature Meta Mood: This is manifested in the individual's tendency to use strategies in dealing with their mood, such as: no We pay attention to his feelings, the clarity of these feelings for him, and how this relates to the attempt to Saleh's bad mood and prolonging his good mood.
- The characteristic of Mood: which arises as a reaction to different situations [24].

That is, the individual continuously engages in self-reflection by contemplating their feelings and the thoughts behind their mood. This involves paying attention to these thoughts and emotions, clarifying these feelings, and considering what they believe about their negative mood or their attempts to maintain a positive mood for a longer period, which reflects the trait of meta-mood as a stable aspect of the self.

## Meta-mood dimensions:

The concept of meta-mood consists of three graduated dimensions, which can be explained as follows:

- Clarity Temperament: This refers to the clear differentiation between temperaments. An individual with a clear temperament possesses a clear understanding of their emotional experience., Once an individual becomes aware of their meta-mood experience, they can distinguish between these emotions, and the elements of this experience and its associated feelings become clear. This reveals the true nature of their emotions and eliminates confusion and ignorance regarding subjective feelings. Clarity of mood predicts a revitalization and recovery of the emotional state [9].
- Attention Regarding mood: This refers to the great interest in supporting the view that paying attention to mood has a positive effect on the individual, and how a lack of attention to mood affects the individual negatively. They found that when the level of attention to an individual's mood is high after a stressful event and high pressures, individuals are more likely to engage in thinking as a way to deal with anxiety-provoking impulses.
- Amendment Mood: Mood regulation refers to an individual's efforts to modify their mood, particularly in negative moods, and to prolong positive moods. The effectiveness of this meta-mood regulation is evident in the individual's attempt to choose pleasant thoughts and overcome negative feelings, and their tendency to avoid generalizing about sadness. Mood regulation depends on an individual's skill in paying attention to their mood and its clarity. It is also linked to an individual's ability to regulate their mood through an active effort to change negative moods and maintain positive ones. Individuals who score highly on mood regulation have been found to be less prone to distress and more susceptible to positive experiences [23].

## Second axis: Previous studies

The researchers found no previous studies that addressed sound reasoning or studies that used a sample similar to that of the current research. To the best of their knowledge, no such studies were identified. With regard to the other variable, the researchers found only one relevant study, namely: "The Relative Importance of Both Meta-Mood and Positive Self-Directed Attention in Predicting Anger Management Skills among General Diploma Students," Faculty of Graduate Studies for Education, Cairo University.

This study aimed to determine the relationship between anger management skills and both meta-mood and positive self-directed attention among a sample of students in the General Diploma in Education program at the Faculty of Graduate

Studies in Education, Cairo University. It also aimed to determine the contribution of both meta-mood and positive self-directed attention in predicting anger management skills among the study sample, and to identify which of these two variables predicts anger management skills to a greater degree among the study sample. The predictive correlational method was used to identify and predict the pattern of relationships between the study variables.

The study sample consisted of 203 diploma students in the 2016 academic year (first semester) in education, who were enrolled in the first academic year of 2015. They were selected using simple random sampling. The mean and standard deviation for the age of the sample members were (27.05) years and (5.27), respectively. The researcher used an Anger Management Skills Scale to examine the practical life situations of students enrolled in the General Diploma in Education program, using the Positive Self-Directed Attention Scale and the Meta-Mood Scale. It found that all Pearson correlation coefficients between anger management skills and both self-directed positive attention and its dimensions (private self-awareness, general self-awareness, private body image awareness, and general body image awareness), as well as meta-mood and its dimensions (mood awareness, mood clarity, and mood repair), were positive correlations. Furthermore, the dimensions of mood awareness, mood clarity, general self-awareness, and general body image awareness all predicted anger management skills. General body image awareness was the strongest predictor of anger management skills, followed by general self-awareness, then mood awareness, and finally mood clarity.

## Chapter Three: Research Methodology and Procedures

**Research community** This chapter includes the procedures that achieve the objectives of this research through the research community and its sample, as well as the steps that were followed in the scales, starting from identifying the items of these scales through the verification procedures in order to use them in achieving the objectives of the research.

**First: The research community:** The current research community consists of male and female counselors in Wasit Education Directorate schools, numbering (1043) Guide and guide, and Table (1) shows the distribution of the research population according to the variables of gender and school type.

the total	Sex		Research community
	Females	Males	
1043	434	609	Wasit Education

Figure 1. Table (1): The distribution of the population according to the variables of gender and school type is shown.

**\*The researchers obtained the training of male and female counselors in the schools of the Wasit Education Directorate from the Educational Guidance Division.**

**Second: Research sample:** There are a set of scientific facts and principles that determine the sample size, and the sample size for the current research has been chosen accordingly (150), based on the following facts and principles:

- Ebel [25] pointed out a large sample size is the preferred framework in the testing process, and the larger the research sample, the lower the probability of standard errors.
- The scientist Nanley [26] confirmed stated that the ratio of the number of individuals in the research sample to the number of items in the instrument (scale) should not be less than (1.5) because of its relation to reducing the chance error in the statistical analysis process [26].

In light of these facts and premises, two samples were selected: the first, the scale construction sample, and the second, the final application sample, as follows:

**A- Sample construction of scales and statistical analysis:** 240 male and female mentors in the General Directorate of Education of Wasit Governorate were selected using a stratified random method and in proportional proportions from the original community, and Table (2) illustrates this.

the total	Sex		Sample members
	females	Males	
150	66	84	Educational advisors for Wasit Education

Figure 2. Table (2): Distribution of the sample for constructing the two scales according to the variables of gender and school type

**b) Sample of the final application:** The final application sample included (240) Two male and one female mentor were selected using a stratified random method and distributed across the Wasit Education Directorate at a rate of (23% of the original research population, and Table (3) illustrates this.

the total	Sex		Final application sample members
	females	Males	
240	108	132	Educational counselors for Wasit Education

Figure 3. Table (3): Distribution of the final application sample according to the variables of gender and school type.

### Second: The two search tools:

First, the sound reasoning scale: The researchers prepared a sound reasoning scale because, to their knowledge, they could not find one. To achieve the research objectives, the researchers relied on the theory of Seligman [8]. In preparing the scale, which consists of 40 paragraphs, it should be appropriate for a research sample of educational counsellors.

· **Apparent truthfulness:** The scale was presented in its initial form on (12) An expert from Iraq and various Arab countries specializing in educational and psychological sciences reviewed the research instruments to ensure the validity of the instructions, the validity of the items, and their suitability for measuring sound thinking and meta-mood according to the definitions established by the researchers. All the items in the two scales achieved an acceptance rate ranging between 85% - 100%.

### · Method for correcting the sound reasoning scale and calculating scores:

In order to obtain the total score for the two scales obtained by the respondent on the Sound Reasoning and Meta-Mood scales, five alternatives were specified for each item. The respondent's total score was calculated by summing the scores for all items on both scales.

### · Statistical procedures for analyzing items on the Sound Reasoning and Meta-Mood Scale:

The statistical procedures for analyzing the items of the sound reasoning scale include two processes: item differentiation and scale validity, as follows:

#### Paragraph differentiation:

To calculate the discriminatory power of the items on the Sound Reasoning Scale and the Meta-Mood Scale, the researchers employed several steps. These included administering the scales after they had established face validity, and also using a sample of 150 male and female counselors. Following administration, each response to each item was scored according to the previously mentioned scoring method for both scales. The total scores obtained by the sample were then ranked in descending order from highest to lowest. Subsequently, 27% of the highest scores on the Sound Reasoning Scale were selected and designated the upper group, while 27% of the lowest scores were selected and designated the lower group. Thus, the researchers obtained two groups., Furthermore, after identifying the upper and lower groups, the researchers used the independent samples t-test to determine the discrimination of all items on the Sound Reasoning Scale and the Meta-Mood Scale. The researchers adopted the two extreme groups method because it provides two groups of the best possible size and differentiation [27].

Accordingly, the number of individuals in each of the two extreme groups was (65) forms, as the number of individuals in the discrimination sample was (240) male and female counselors. Then, the t-test for two independent samples was applied to find the discrimination of the scale items. The results showed that all items of the scale were significant, as the calculated t-test values were less than the critical value of (1.96) at a significance level of (0.05), which is the level adopted for accepting the item as valid, and degrees of freedom (239) These items have the ability to differentiate between individuals in the variable of sound reasoning, and thus the scale items now consist of (40) items, and the table (4) This shows that.

Calculated T-value	Lower group		Upper Group		T
	standard deviation	arithmetic mean	standard deviation	arithmetic mean	
4.450	1.4778	4.8138	0.9886	2.6642	1
5.674	1.8948	3.9077	0.3480	3.9352	2
3.212	1.5524	3.4435	1.3705	2.6737	3
5.615	1.2471	3.9352	1.2719	3.2308	4
6.324	1.2595	1.7385	0.9612	2.1694	5
6.677	1.4822	3.4462	1.6191	4.8138	6
4.556	1.3855	1.0462	1.4882	2.0625	7
3.276	1.3705	3.4923	1.1473	3.1066	8
5.441	0.9164	3.9385	1.1429	4.6023	9
6.828	1.5321	1.8923	1.2677	3.0465	10
3.048	1.3862	2.2154	1.2339	3.9077	11
4.373	1.2685	2.0154	1.4500	2.8143	12
5.482	1.3922	4.2462	1.1523	4.7846	13
3.376	0.9198	3.5385	0.9891	2.9254	14
5.549	1.4777	3.9385	1.0012	3.4435	15
4.284	1.0987	2.8308	1.5194	3.9765	16
4.489	1.0941	1.0769	1.2609	2.6439	17
3.923	1.1525	2.4876	0.7229	3.7654	18
5.633	1.1587	1.5692	1.2378	4.5458	19
6.341	1.5312	4.4462	1.2734	2.8146	20
2.237	1.2800	2.0462	0.6747	3.6336	21
3.286	0.9507	1.3077	1.1280	2.0923	22
7.438	1.5210	4.7358	0.6909	4.4515	23
5.376	0.3974	2.7846	1.1429	1.6432	24
3.223	0384	1.7231	0.9699	3.4879	25
5.966	1.2845	4.4000	1.3119	4.5465	26
4.434	1.2043	2.2615	1.1658	2.9766	27
5.233	1.2633	2.5385	0.6267	3.4358	28
6.426	1.4543	1.0303	0.4412	3.8652	29
7.149	1.6563	3.4923	0.6143	2.5385	30
3.772	1.2428	2.0462	1.3358	3.6549	31
5.641	1.7648	2.5692	1.0107	2.2346	32
2.333	1.2288	3.8462	0.8271	3.5436	33
4.276	1.5279	1.9538	1.0159	3.7658	34
5.636	1.7682	2.2923	0.8210	4.5448	35
3.553	1.5321	1.1077	1.2747	3.2230	36
5.245	1.2762	4.2615	1.0595	2.3877	37
8.456	1.2563	3.3692	1.0636	3.2060	38
5.276	1.6686	2.5692	0.8398	3.3432	39
3.862	1.4442	2.0462	1.0326	2.1098	40

Figure 4. Table (4): Discriminatory power of items on the sound reasoning scale using the t-test

\*Not statistically significant at the (0.05) level.

**The validity of the construction of a sound reasoning scale:** This method relies on extracting the correlation between the score of each item and the total score. This method was applied to a sample of (240) male and female counselors, as follows:

**a- The relationship of the paragraph to the overall score (internal consistency):** The researchers used Pearson's correlation coefficient to find the relationship between the score of each item and the total score in the table (5) This shows that.

Correlation coefficient	T	Correlation coefficient	T
0.324	21	0.195	1
0.394	22	0.337	2
0.411	23	0.198	3
0.372	24	0.435	4
0.476	25	0.533	5
0.354	26	0.313	6
0.448	27	0.263	7
0.435	28	0.460	8
0.347	29	0.576	9
0.597	30	0.654	10
0.458	31	0.349	11
0.352	32	0.484	12
0.737	33	0.764	13
0.743	34	0.273	14
0.467	35	0.436	15
0.677	36	0.334	16
0.436	37	0.323	17
0.435	38	0.432	18
0.443	39	0.543	19
0.343	40	0.546	20

Figure 5. **Table ( 5 ) : Correlation coefficients between item score and total score on the sound reasoning scale**

When testing the correlation coefficients in the table above using the t-test for correlation coefficients, the researchers found that all coefficients were statistically significant, because the calculated values in the table were greater than the tabulated value of (1.96) at the (0.05) level and with a degree of freedom of (249).

**The stability of the sound reasoning scale:** To determine the reliability of the sound reasoning scale, there are several methods. The researchers used two of them, as follows:

### 1. Retesting Method :

Reliability was calculated in this way by applying the scale to a sample of (40) male and female counselors for the Wasit Education Directorate. After a period of two weeks from the first application, the application was repeated. After that, Pearson's correlation coefficient was used between the scores of the two applications to find the relationship between them, and the correlation coefficient appeared with an amount of (0.81).

### 2. Cronbach's Alpha Method for Internal Consistency:

To ensure the reliability of the scale in this way, the researchers used (40) forms from the reliability sample only, and the value of the reliability coefficient for the positive thinking scale reached (0.80), which is a high degree of reliability.

The scale of sound reasoning has become valid and reliable, and at the end of these procedures, it consists of (39) items. For each paragraph, there are (5) alternatives that apply to me: (always, often, sometimes, rarely). no Never applies It was applied to the research sample of male and female mentors (Appendix 7), and its theoretical range is (39-195) and the hypothetical mean is (117).

### Second: The Meta-Mood Scale:

**Preparation of paragraphs, measurement method, and instructions:** For the purpose of constructing the meta-mood scale, the researchers adopted the Meta-Mood Scale, which was introduced by Abdulrahman and Bishara in 2015 [28]. It consists of 27 paragraphs in its final form for measuring three dimensions: attention to emotions (10 paragraphs), clarity of feelings (10 paragraphs), and mood improvement (7 paragraphs). The scale was applied to educational counselors in the Iraqi environment, according to the availability of the necessary conditions for measuring the attribute.

**Statistical procedures for item analysis:**The researchers performed the statistical analysis of the scale items, then confirmed their validity and reliability, and carried out the following procedures:

### Apparent truthfulness:

After the scale items, consisting of (27) items, were presented to expert professors specializing in educational and psychological sciences from Iraq and the Arab world, they were asked to give their opinion on the validity of the item in measuring meta-mood and the suitability of the item to the field in which it was placed. The experts' observations and opinions on the scale items were studied, and the item that was agreed upon by (83%) or more of the experts' opinions was kept as a valid item. The scale was also presented to a sample of educational counselors to respond to it to determine the clarity of the items in terms of content and language, and it appeared from their response that it was clear and understandable.

## **Method for correcting the self-vitality scale and calculating scores:**

In order to obtain the total score for the scale that the respondent obtains on the Meta-Mood scale, five alternatives were specified in front of each item, which apply to me (always, often, sometimes, rarely, never apply), corresponding to the scores (1, 2, 3, 4, 5). The total score for the respondent was calculated by adding the scores for all items of the scale, noting that the theoretical range of the scale is (30-150) and the hypothetical range is (90).

## **Statistical procedures for analyzing items on the Meta-Mood scale:**

The statistical procedures for item analysis of the Meta-Mood scale include two processes: item discrimination and construct validity, as follows:

### **1- Paragraph differentiation (Items - Discrimination):**

To calculate discriminatory power, the total scores obtained by the sample members after correction were arranged in ascending order from lowest to highest score on the questionnaires. The lowest 27% of scores were taken and designated the "lower group," and the highest 27% were taken and designated the "upper group." The researchers adopted the two extreme groups method, as Ebel and Mehernce indicated, because it provides two groups of the best possible size and differentiation [27].

The number of individuals in the discrimination sample was (240) male and female counselors. Then, the t-test for two independent samples was applied to find the discrimination of the scale items. The results showed that all items of the scale were significant. The calculated t-test values were greater than the tabulated value (1.96) for a significance level of (0.05) and degrees of freedom (128), as shown in Table (6).

Calculated T-value	Lower group		Upper Group		T
	standard deviation	arithmetic mean	standard deviation	arithmetic mean	
4.543	1.274	2.247	1.369	2.543	1
5.654	1.164	1.792	0.893	4.830	2
3.554	1.112	1.583	0.233	2.765	3
2.976	1.495	2.470	1.280	3.862	4
4.843	1.020	1.155	0.305	4.743	5
2.644	0.524	1.613	1.019	3.432	6
1.653	1.036	1.686	1.678	2.266	7
2.664	1.155	1.994	0.004	3.382	8
3.375	1.085	1.167	1.709	2.372	9
5.877	1.160	2.605	0.359	3.277	10
6.735	1.220	2,600	1.552	1.6662	11
9.743	0.859	1.244	0.077	3.176	12
4.848	0.234	1.806	1.901	3.446	13
3.655	0.291	1.209	0.842	3.219	14
2.463	0.887	1.853	0.067	2.276	15
8.544	1.328	2.734	1.075	4.322	16
4.663	0.852	1.338	0.960	3.777	17
6.465	0.973	1.644	1.131	3.762	18
2.944	1.294	1.998	0.988	2.419	19
5.765	1.299	2.215	1.119	1.577	20
9.134	1.217	1.077	1.234	2.425	21
2.865	1.212	1.383	1.465	4.251	22
6.144	1.397	2.524	1.292	1.784	23
3.623	1.325	2.115	0.866	3.220	24
4.344	1.156	2.822	1.020	2.972	25
5.187	1.127	1.291	0.863	2.023	26
2.675	1.218	2.934	0.821	2.369	27

Figure 6. Table (6) Discriminatory power of items on the self-vitality scale using the t-test

**2- The construct validity of the meta-mood scale** The researchers applied this method to a sample of (240) male and female counselors to construct the scale, as follows:

· **The relationship of the paragraph to the overall score (internal consistency)** Pearson's correlation coefficient was used to find the relationship between each item and the total score on the Meta-Mood scale, and the results of this use are shown in the table.(7):

Relative importance	Divergence coefficient	Standard deviation	Arithmetic mean	Measure Response										Paragraphs
				I don't totally agree		I don't agree		Neutral		I agree		I totally agree		
				%	t	%	t	%	t	%	t	%	t	
Rural tourism contributes to enhancing the economic income of the local population and improving their standard of living													1	
1	0.156	0.686	4.40	0	0	1.3	1	7.5	6	41.3	33	50	40	
There are government plans and initiatives aimed at supporting economic projects related to rural tourism (e.g. handicrafts, local products, tourism services).													2	
4	0.300	1.128	3.76	2.5	2	15	12	17.5	14	33.8	27	31.3	25	
Investment in tourism infrastructure (e.g., roads, utilities, services) contributes to increasing rural economic returns													3	
3	0.184	0.774	4.21	0	0	5	4	6.3	5	51.3	41	37.5	30	
Rural tourism impacts direct and indirect job creation for local people within the rural community													4	
2	0.163	0.704	4.31	0	0	2.5	2	6.3	5	48.8	39	42.5	34	
1	0.156	0.654	4.19	Dimension										

Figure 7. Table (7) Correlation coefficients between item score and total score on the Meta-Mood scale

When testing the correlation coefficients, it was found that all the coefficients were statistically significant, because the calculated values were greater than the tabulated value of (1.96) at the level of (0.05) and degrees of freedom (238).

- **The relationship of the paragraph to the overall score (internal consistency)** Pearson's correlation coefficient was used to find the relationship between each item and the total score on the Meta-Mood scale, and the results of this use are shown in the table.(7):
- **The paragraphs are related to the field to which they belong:** Pearson's correlation coefficient was used and it was found that all items were related to their domains after testing these coefficients with the t-test for correlation coefficients, as it was found that the calculated t-value for all items was greater than the tabulated t-value of (1.96) at a level of (0.05) and degrees of freedom of (238).
- **The relationship of the fields to each other and to the overall degree:** The scale is designed to measure meta-mood, so it is necessary to verify the correlation between the scale's domains, namely (attention). For feelings, Clarity Feelings, Repair The mood is related to each other and to the overall scale score. This indicates the level of measurement of the domains of the concept that the overall score measures. (Table of)8This shows that.

Mood fix	clarityfeelings	AttentionFor feelings	Meta Mood	Meta mood fields
		1	0.762	AttentionFor feelings
	1	0.328	0.458	clarityfeelings
1	0.374	0.492	0.745	Mood fix

Figure 8. T able( 8 ) : A matrix of correlation coefficients between meta-mood domains, both with each other and with the overall score.

**Reliability of the Meta-Mood Scale: The researchers calculated the reliability using two methods:**

- **Method of retesting:** Reliability was calculated by applying the scale to a sample of (40) male and female counselors, and reapplying it after (14) days from the first application. Then Pearson's correlation coefficient was used between the scores of the two applications to find the relationship between them, and it turned out that the correlation coefficient was (0.86).
- **Cronbach's alpha for internal consistency (Cronbach's Alpha Method)** To ensure the scale's reliability, the researchers used only 40 forms from the reliability sample. The reliability coefficient for the Self-Vitality Scale was

0.88, indicating high reliability. Following these procedures, the Meta-Mood Scale was finalized and validated, consisting of 27 items, each with five response options: always, often, sometimes, rarely, and never. It was then administered to a sample of male and female counselors.

**Statistical methods used in the research:** The researchers used statistical methods that suited the research and the nature of its objectives, as follows:

- **Pearson's correlation coefficient:** To extract all the correlation coefficients included in the current research, including the relationship between the score of each item and the total score, as well as to extract the reliability of the scales by test-retest method, and also to find the relationship between the sound thinking variable and the meta-mood variable (Abu Al-Nil, 1987: 183).
- **Independent samples t-test:** To determine the differences between the highest and lowest scores in the differentiation of the scale items [29].
- **Elva Cronbach:** To obtain the reliability coefficient of both the sound thinking scale and the meta-mood variable [30].
- **TwistingSkewness):** To determine the distribution of scores in the scales of sound thinking and the meta-mood variable [31].
- **ectrification (Kurtosis:** To determine the distribution of scores in the scales of sound reasoning and the meta-mood variable [31].
- **One-sample t-test:** To compare the average scores with the hypothetical average [29].
- **The t-test for correlation coefficients:** To test the statistical significance of all correlation coefficients [32].
- **relative weight** to arrange fields and the importance of the meta-mood scale [33].

## Chapter Four: Presentation, Interpretation, and Discussion of Results

**First: Presenting, interpreting, and discussing the results:**

- **First objective: To identify sound reasoning among counselors:**

The results of the statistical analysis for the first objective showed that the lowest score obtained by the respondents on the sound reasoning scale was 54, and the highest score was 107. It was also shown that the arithmetic mean was (174.65) and the standard deviation of the scores was (14.08), respectively, see Table 9.

Value	Statistical indicators
181.63	Arithmetic mean
169	The mediator
173	The loom
13.09	Standard deviation
0.716	Skewness
-0.352	Kurtosis
54	Lowest grade
107	Highest grade

Figure 9. Table (9): Statistical indicators of positive thinking levels among educational counselors

The table above shows that the skewness and kurtosis coefficients for the scores of the sound thinking scale are (0.716) and (-0.352) respectively. Since these two coefficients do not exceed (2.58), the distribution of the scores is a normal distribution. Al-Gharib [34] confirmed that the shape of the distribution is normal if both the skewness and kurtosis

coefficients are zero, or close to zero, provided that they do not exceed the standard score (2.58) [34]. Based on this, the researchers believe that the distribution of the scores of the sound thinking scale is a normal distribution, and its deviation from the typical distribution was small and has no statistical significance at the level of (0.01).

The statistical analysis also showed that when comparing the arithmetic mean of (179.484) for the sound reasoning scores with the theoretical mean of the scale of (119) using a one-sample t-test, the calculated t-value was found to be (15.948), which is statistically significant at a significance level of (0.05) and degrees of freedom of (149), as shown in Table 10 below.

Calculated T-value	hypothetical mean	standard deviation	arithmetic mean	Number of paragraphs	relative weight	Sound thinking
15.948	119	14.08	179,484	39	59.8	The scale as a whole

Figure 10. Table (10) T-value, relative weight, and hypothetical mean of sound reasoning among counselors

**The calculated tabulated t-value (1.96) at a level of (0.05) and degrees of freedom (149)**

The result in the table above indicates a statistically significant difference between the mean The arithmetic mean is (179,484) and the hypothetical mean is (119). Since the difference is in favor of the arithmetic mean, this indicates that the level of sound thinking is high among educational counselors. The researchers explain this result in light of the theory of Seligman in 1998, which the researchers adopted, as it explains that the method of optimism and pessimism are two methods that help the individual in sound thinking, and through our interpretation of facts and events, it is not limited to facing success or failure, but it depends on the idea that we form about the general value that we give to ourselves, our capabilities, our opportunities, and our position in life to commit to sound thinking [19].

The researchers believe that the social reality in which the counselors were raised is shaped by the social and professional experience they went through during their educational journey, as well as their peer influence from experienced counselors, and that the role of education and their level have an effect on raising the levels of sound thinking.

**· Second objective: To identify the meta-mood among educational counselors:**

The results of the statistical analysis for the second objective showed that the lowest score obtained by the respondents on the self-vitality scale was (69), and the highest score was (198). It was also shown that the arithmetic mean was (166.011) and the standard deviation of the scores was (18.358), respectively, as shown in the Table (11).

Value	Statistical indicators
166.011	Arithmetic mean
163.5	Median
164	Mode
18.358	Standard deviation
-1.865	Skewness
2.452	Kurtosis
69	Lowest grade
198	Highest grade

Figure 11. Table (11): Statistical indicators of meta-mood scores among educational counselors

The table above shows that the skewness and kurtosis coefficients for the scores of the self-vitality scale are (-1.865) and (2.452) respectively. Since neither of these coefficients exceeds the standard score (2.58), the distribution of the scores is a normal distribution. Accordingly, the researchers believe that the distribution of the meta-mood scores is a normal distribution, and its deviation from the typical distribution was small and had no statistical significance at the level of (0.01).

The statistical analysis also showed that when comparing the arithmetic mean of (160.08) for subjective vitality scores with the theoretical mean of the scale of (90) using a one-sample t-test, the calculated t-value was found to be (14.0328), which is statistically significant at a significance level of (0.05) and degrees of freedom of (149). Table (12) This shows that.

T value Calculated	hypothetical mean	standard deviation	arithmetic mean	Number of paragraphs	relative weight	Fields of self-vitality
14,722	28	6.345	35.628	7	77.3	AttentionFor feelings
16,286	31	5.579	36.803	10	73.41	clarityfeelings
14,490	31	5.214	43.237	11	72.5	Mood fix
15.0263	90	19.328	161.66	30	72.73	The scale as a whole

Figure 12. Table ( 12 ) : T-value, relative weight, and hypothetical mean of meta-mood domains among counselors

**The tabulated t-value is (1.96) at a level of (0.05) and degrees of freedom of (149).**

The result in the table above indicates a significant difference between the arithmetic mean of (160.08) and the hypothetical mean of (90) for the meta-mood variable. Since the difference is in favor of the arithmetic mean, this means that the level of meta-mood is generally high among educational counselors, as shown in the high level of meta-mood in each of its dimensions. The researchers explain this result from the level of meta-mood experience among educational counselors to the nature of this group of the educational community and their ability to develop and improve personal skills in order to deal with meta-mood and emotional pressures with students and educational staff within schools. This is due to the experience factor in guidance and counseling, which comes through counselors interacting with daily situations within schools and the obstacles, incidents, and crises that accompany them. This leads to interaction and increases their ability to perceive reality and adapt to emotional and moody life situations. We can also say that educational counselors enjoy a good percentage of the level of meta-mood, which comes from their personal experiences and the many pressures and how they deal with them that they face continuously, and may be daily during working hours.

Since the educational counsel or represents an inseparable part of the value, social and political system of Iraqi society, which has gone through circumstances and calamities of wars and terrorism over many decades, in addition to the political circumstances that Iraqi society has gone through that cast their negative shadows on all aspects of life, and despite the weakness of the available capabilities in the field of his profession as a counsellor , he continued to practice his work positively and interact with the counselees, and was characterized by possessing an acceptable level of emotional competence and emotional control in practicing his profession and helping counselees to adopt positive psychological attitudes towards life that make him satisfied with it.

Despite the limited resources available in his profession as a counsellor, he continued to practice his work positively and interact with the counselees. He was characterized by possessing an acceptable level of emotional competence and emotional control in practicing his profession and helping the counselees to adopt sound thinking and a positive mind set towards life, which makes them satisfied with it by guiding and clarifying feelings and modifying the moods of others among them.

- **Third goal: The nature of the correlational relationship between Sound thinking and meta-mood among educational counselors.**

The results, obtained through statistical analyses that identified the type of relationship between sound thinking and meta-temperament among educational counselors, were shown using Pearson's correlation coefficient, as illustrated in the Table (13).

To achieve this objective and to determine the strength of the correlation between the Sound Thinking Scale and the Meta-Mood Scale among educational counselors, the researchers used Pearson's correlation coefficient between the two variables. The statistical analysis indicated a positive correlation between the Sound Thinking Scale and the Meta-Mood Scale, with Pearson's correlation coefficient between the two variables reaching (0.672). To test the significance of this correlation coefficient, the researchers used a t-test. The results showed that the calculated t-value of (14.237) was greater than the critical t-value of (1.96) at a significance level of (0.05) and degrees of freedom of (299). This means that the calculated t-value is statistically significant, as shown in the table.13).

T value		Degree of freedom	Correlation coefficient value	Significance level	The second variable	First variable
The schedule	Calculated					
1.96	14,237	299	0.672	0.05	Meta Mood	Sound thinking

Figure 13. Table ( 13 ) Significance of the correlational relationship □ Between sound thinking and meta-mood among educational counselors

The above results show that there is a significant correlation between the variables of the current research, not due to another factor, but rather significant because the educational counselor, if he enjoys a sound level of thinking, must care for and consider the mood level of others. Likewise, their abilities must be to develop and improve their skills in dealing with the differences in moods and emotional pressures that they face, due to practical and scientific experience, as their work is professional and directly applied. It is also observed that they enjoy a good level of meta-mood as a result of the many pressures and emotional experiences that they are exposed to, which are almost daily.

The dimensions of meta-temperament become more important and effective under the pressures that counselors are exposed to, and it also indicates that individuals who have clarity in distinguishing between temperaments necessarily have the ability to correct negative temperaments and confront them with sound ways of thinking.

## Conclusions:

In light of the findings of the current research, the following can be concluded:

1. University students have the ability to think logically.
2. University students enjoy a good mood.
3. There is a correlational relationship between sound thinking, meta-mood, and alienation among educational counselors.

## Recommendations: The researchers recommend the following:

1. Preparing and enhancing developmental and improvement programs with more precise skills in the field of sound thinking to help and how to employ it in setting their goals and striving to achieve conscious and aware human growth.
2. Working on the continuous and fruitful emphasis on the role of activities and courses that contribute to promoting the building of positive and sound thinking for all segments of society.
3. Building an integrated program in cooperation with relevant educational institutions to address some ideas and work on modifying negative attitudes and behaviors in society.
4. Providing educational counselors with material, moral and informational support in order to enable them to achieve a good level of professional, psychological and social adjustment.

**Recommendations: The researchers propose, after reaching a conclusion** Here are some suggestions that could contribute to the current research:

1. Work is underway to conduct a similar study on other samples such as heads of scientific and administrative departments in public and private universities and faculty members.
2. Working on a related study Correlation Between the sound thinking variable and other variables not addressed by the current research, such as social perception, self-regulation, narcissistic personality, and achievement motivation.
3. Studying meta-temperament in conjunction with other cognitive and social variables is important because of its significant relationship to an individual's personality.

## References

1. A. bin A. Azhar and Al-Hasani, Positive Thinking from the Perspective of Islamic Education, Unpublished Doctoral Thesis, College of Education, Umm Al-Qura University, Makkah Al-Mukarramah, 2012.
2. A. Ibrahim and A. Sattar, Depression: A Modern-Day Disorder Understanding and Treatment Methods, Kuwait: World of Knowledge Series, Al-Risalah Printing Press, 1998.
3. A. A. Al-Din Kavafy, F. M. Al-Dawash, P. Salovey, S. Goldman, and C. Turvey, "Meta-Mood Trait Scale for Teens and Adults," 2006.
4. S. L. Koole, "The Psychology of Emotion Regulation: An Integrative Review," *Cognition and Emotion*, vol. 23, no. 1, 2009.
5. I. Al-Fiqi and Ibrahim, Negative Thinking and Positive Thinking, Giza, Egypt: Dar Al-Raya, 2009.
6. Al-Shibli and I. Mahdi, Effective Education and Effective Learning, Amman, Jordan: Dar Al Amal, 2000.
7. Al-Muqbil, Unleashing Life's Energies Readings in Positive Psychology, Beirut, Lebanon: Enlightenment for Printing

and Publishing, 2012.

8. M. E. P. Seligman and J. O. Pawelski, "Positive Psychology: FAQs," *Psychological Inquiry*, 2003.
9. P. Salovey, J. D. Mayer, S. Goldman, C. Turvey, and T. P. Palfai, "Emotional Attention, Clarity and Repair: Exploring Emotional Intelligence Using the Trait Meta-Mood Scale," in *Emotion Disclosure and Health*, Washington, DC: APA, 1995.
10. A. Y. Al-Atoum et al., *Developing Thinking Skills Theoretical Models and Practical Applications*, 2nd ed., Amman, Jordan: Dar Al-Masirah, 2009.
11. I. Ibrahim and A. Sattar, *Modern Cognitive Behavioral Therapy Its Methods and Fields of Application*, Cairo, Egypt: Egyptian General Book Authority, 2011.
12. Al-Raqib, *The Eye of the Mind A Cognitive Therapist's Guide to Developing Rational Thinking and Positive Skills*, Cairo, Egypt: Anglo-Egyptian Library, 2008.
13. Al-Hazzaa and S. Majoul, "The Effect of a Training Program to Develop Scientific Thinking Skills for Middle School Students," PhD Thesis, University of Baghdad, 1999.
14. A. Sattar and Ibrahim, *Modern Cognitive Behavioral Therapy Its Methods and Fields of Application*, Cairo, Egypt: Egyptian General Book Authority, 2011.
15. Ghanem and Z. Barakat, "Positive and Negative Thinking Among University Students: A Field Study," *Arab Studies in Psychology Journal*, 2005.
16. Al-Omari and Hafez, "Positive Thinking and Sources," *Masarat Ta'rifiyah Magazine*, no. 4, 2014.
17. H. Habib and M. A. Karim, *Thinking Theoretical Foundations and Strategies*, Cairo, Egypt: Egyptian Renaissance Library, 1996.
18. A. Hijazi and Mustafa, *The Wasted Human*, Beirut, Lebanon: Arab Cultural Center, 2005.
19. D. Westen, *Psychology Mind Brain and Culture*, 2nd ed., New York: John Wiley and Sons, 1999.
20. Abdullah and M. Qasim, *Theories of Counseling and Psychotherapy*, Amman, Jordan: Dar Al-Fikr, 2012.
21. T. A. Hussein, Hussein, and S. A. Azim, *Strategies for Managing Educational and Psychological Stress*, Amman, Jordan: Dar Al-Fikr, 2006.
22. Abu Asaad and A. A. Latif, *Counseling Psychology*, Amman, Jordan: Dar Al-Masirah, 2011.
23. P. Salovey, L. R. Stroud, A. Woolery, and E. S. Epel, "Perceived Emotional Intelligence, Stress Reactivity, and Symptom Reports," *Psychology and Health*, 2002.
24. Shabib and A. Mohammed, "Training Program in Raising Meta-Mood and Academic Self-Efficacy," 2019.
25. R. L. Ebel, *Essentials of Educational Measurement*, 2nd ed., New Jersey: Prentice Hall, 1972.
26. J. C. Nunnally, *Psychometric Theory*, New York: McGraw-Hill, 1978.
27. R. L. Ebel and W. A. Mehrens, *Measurement and Evaluation in Education*, 1984.
28. M. N. Martinez, "The Smarts That Count," *HR Magazine*, vol. 42, no. 11, 1997.
29. M. Abdulrahman and M. Bishara, "Predictive Ability of Big Five Personality Factors on Meta Mood," *Journal of the Faculty of Education, Ain Shams University*, vol. 39, no. 2, pp. 355-382, 2015.
30. A. Rahman and M. Al-Sayed, *Personality Theories*, Cairo, Egypt: Qubaa Printing House, 1998.
31. Allam and S. E. Mahmoud, *Data Analysis in Psychological and Educational Research*, Egypt: Arab Thought House, 1993.
32. Allam and Salah, *Educational and Psychological Measurement and Evaluation*, Cairo: Dar Al-Fikr Al-Arabi, 2000.
33. Tams and F. N. Yass, "Evaluating Teaching Practices of Middle School Chemistry Teachers," Master's Thesis, University of Mosul, 1990.
34. Al-Gharib and Ramziya, *Human Relations in the Life of the Young and His Daily Problems*, Cairo, Egypt: Anglo-Egyptian Library, 1988.