

Level of Psychological Flow and its Relationship with Psychological Flexibility Among Mu'tah University Students in Al-Karak Governorate/ South Jordan

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Abstract

The current research aimed to identify the level of psychological flow and its relationship with psychological flexibility among Mu'tah university students in Al-Karak governorate south Jordan. To achieve the goals of the study, a sample of 830 participants from bachelor level students in Mu'tah university was selected (388 male students and 442 female students). The study was applied during the second semester (2014/2015). The psychological flow scale was translated into Arabic in addition to developing the scale of psychological flexibility for the purposes of this research. Results revealed that the level of psychological flow and psychological flexibility came low among male students, medium among female students, and medium for the sample as whole. In addition, results indicated a correlation between psychological flow and psychological flexibility and that psychological flow doesn't differ based on gender but is better among student with high achievers and among third year students. Based on the results, the research concluded with a group of recommendations among which increasing the psychological flow level among university male students and including students in various creative activities so as to increase flexibility.

Introduction

Flow is a condition of emotional intelligence, and it may represents the extreme limit of employing emotions to serve performance and learning. In flow, emotions aren't only comprehended and scheduled, but they are also employed in an active, coordinated, and positive manner with the work the individual initiates. When there is a situation of boredom or depression or in case of anxious irritability, this indicates a flow depletion or the lack for opportunity for its occurrence (Siddiq, 2009). Flow is regarded as an elegant and sophisticated experience, and the hallmark of flow is the feeling of spontaneous happiness until ecstasy or elation. Because flow leads individual to feel happiness, it is regarded as a supportive reward, it is the condition within which people totally preoccupied what they do, directing their maximum undistributed attention on the work while awareness associates work, and flow – in one of its aspects- is a condition of self- forgetfulness and it is the opposite of meditation and feeling worries (Al-A'asar and Kafafi, 2000).

Psychological flow is a process that includes two parts: individual's balance with own self or his/her coordination with own self. That is, individuals ability to face the conflicts that arise from inside and the frustrations he/she faces, the extent of his/her freedom from the resulted stress and anxiety, and his/her success in coordination between the various motivations and tendencies, and the individual's congruence with the material conditions of his/her environment (Al-Qriti, 2003). Psychological flow is a process that indicates the appropriate or healthy solutions to which people resort to create adjustment with life conditions with one of the following ways (Al-Shinnawi et al, 2001): either through appeasement which is an agreement to stop conflict although the problem still exists, or reaching a solution, or through reconciling which is a process of the individual's conceding of some of his/her demands or claims in order to end the existed crisis.

Norman (1966) addressed the condition of flow and concluded that it is a condition that faces everyone within which the individual seems as if in a shock or a com and a lack for self-awareness as he/she perform the activity spontaneously without awareness to the external world and totally sink in this activity paying no attention to the external conditions such as noise, and all frustrations recede with a feeling of joy and happiness. In his study, Yoshiyuki (2006) focused on the necessity for the individual to have the ability to manage time and to positively interact with others until reaching an important ability for human which is flow, and flow is the transcendent ability for achievement which is in turn achieved only by the individual's awareness to his/her abilities, his/her ability for facing and challenging that are achieved by increasing the individual's motive sing the social skills – communication skills- here there is a low anxiety and individual is a way from frustration, depression, hopelessness and carelessness.

Al-Fanjari (2000) indicated a group of scientific theories interpreting flow:

1-**The Psychological Analysis Theory:** flow is the individual's ability to perfectly conducts his/her mental, psychological, and social processes, so he/she isn't governed by his/her desires and isn't controlled by the super ego. This can't be achieved unless the psychological energy is distributed in a manner within which the super ego is mastered so as to obtain strength to balance between desires of fun or amusement and cautions of the super

ego and requirements of reality.

2- **Behavioral Theory**: psychological flow deficit is a determined result for some error in learning process. As this process is directed from the older toward the younger, those older hold the responsibility of creating psychological disorders within the individual, hence, reviewing the process of learning regarding content, goals, or methods is a necessary thing for dealing with disorders.

3- **The Gestalt Theory**: sees human as maintaining the relationships that connect his various development aspects, and as life rules regulate these aspects, human will certainly enjoys a good psychological health.

4- **The Humanistic Theory**: psychological flow refers to the individual's full achievement for his/her humanity and this won't be achieved without practicing a freedom that he/she is aware for its extent and limits, holds the responsibility of this freedom, is able to like self and others, is committed to high values such as right and goodness and beauty, and is able with balance to fulfill his/her psychological and physiological needs.

Psychological flexibility concept emerged when some scientists and researchers attempted to interpret the good positive behavior in the face of difficult conditions, and to understand the processes interpreting the unexpected performance. Attention was focused on studying psychological flexibility among individuals until the emergence of the positive psychology which was interested in studying and developing the personal powers and the positive abilities and traits and psychological flexibility in particular - instead of the focus only on the psychological disorders – through the whole ages of individuals (males and females) regardless the marital status, the social status, or the educational level (Bandura and Bussey, 2004).

Psychological flexibility is a dynamic process through which individual exhibits the adaptive positive behaviors while facing difficulties, problems and shocks. This means the ability to stand up in face of problems and shocks and the negative events without being defeated, that is, the tendency to easily regain the will being and adjustment after experiencing shocks or changes (Wending, 2012).

Psychological flexibility can be defined as the good adjustment process and the challenge in face of difficulties, shocks, crises, or the ordinary psychological stresses that people face such as: familial problems, problems of relationships with others, health-related problems, work pressures, and financial problems (Cirrochi, Bilich, and Godsell, 2010). Psychological flexibility is a psychological phenomena that results in good and positive effects for individual, despite the existence of threatening factors individual might experience through life various stages. It reflects the differences among individuals in responding to threatening and stress factors, as there are individuals who positively respond for their difficult conditions and individuals who are affected by these conditions and hence negatively reflected on their lives and this interprets why there are individuals with good psychological conditions despite suffering difficult conditions (Onwukwe, 2010).

Statement of the Problem

The problem of this research arises from the increased percentage and degree of university violence among Mu'tah university students as statistics indicate that Mu'tah university is among the highest universities in the Arab world regarding university violence which calls specialists, researchers and educators especially those in counseling field to work on conducting more studies that might explain and uncover the weakness aspects among these students and then to work on designing appropriate programs for them.

The problem of the research also is rises from the nature of the researcher's work in Mu'tah university and his direct interact with students as he noted that these students differ regarding psychological flow and psychological flexibility level s they are related to psychological will being and psychological adjustment. The researcher also noted that some students are not personally, socially, and academically adjusted, hence the researcher decided to identify wither those unadjusted student have a high or low level of psychological flow and psychological flexibility in relation to gender and level of achievement specially that these problems are high among male students compared to female students and that male students have low levels of achievement compared to female students.

There was a contradiction among studies in supporting the role of psychological flow and psychological flexibility in feelings and psychological stress as the study of Bergeman, Bisconti, and Wallace (2006) the role of psychological flexibility in decreasing student's psychological stress. In turn, Jones' study (2003) indicated that educators are unable to determine flexibility among their students.

Hence, the study attempted to answer the following research main question: **What is the level of psychological flow and psychological flexibility among Mu'tah university and its relationship with some personal variables?**

From this main question, the following sub questions were derived:

- 1- What is the level of psychological flow and psychological flexibility level among Mu'tah university in the Hashemite Kingdom of Jordan?
- 2- Is there a statistical relationship at the level ($\alpha=0.05$) of significance between psychological flow and psychological flexibility among Mu'tah university students in the Hashemite Kingdom of Jordan?
- 3- Does the psychological flow differ among Mu'tah university students based on the difference of each of

gender, level of achievement, and the educational level in university?

Goals of the Study: The current study aims to identify the level of psychological flow and psychological flexibility among Mu'tah university students in the Hashemite Kingdom of Jordan, and to explain the nature of the relationship between psychological flow and psychological flexibility among these students, in addition, the study aimed to investigate the differences in psychological flow and psychological flexibility level among them based on the difference of gender, achievement level, and educational year.

Significance of the Study: The theoretical and applicative importance of this research rises from what follows:

Theoretically, this research will offer theoretical information that can be utilized for identifying the nature of some psychological aspects among these students and enrich the literature related to psychological flow and flexibility.

On the applicative level, the research can serve in instructing the deanship of students' affairs regarding how to deal with these students, how to implement appropriate counseling programs for them, and to identify the category that needs more attention of these students. In addition, this research might instruct the members of the educational staff to work during lectures to educate and make them aware to work on increase the level of psychological flow and flexibility and to provide with some activities and home works that increase psychological flow and flexibility.

Limitations of the Study:

- 1- Time limitations: this study is limited to the academic second semester of the academic year 2014/2015.
- 2- Spatial limitations: the study was conducted in Mu'tah university/ Jordan.
- 3- Human limitations: the sample of the study is limited to Bachelor level students.
- 4- Subjective limitations: represented by the scales of psychological flow and psychological flexibility.

Definitions of the study terms:

Psychological flow: an ideal experience that occurs within the individual from time to time while performing tasks in a perfect manner, this flow is determined through the full busyness in performance, the decreased awareness toward place and time during performance, forgetting the needs of the self, and the happiness associated with joy and excitement during performance (Al-Bahhas, 2010).

Procedurally, psychological flow is the score obtained by student on the scale used in this study.

Psychological flexibility: the ability to overcome the negative effects of crises and disasters in a positive manner and continuing life effectively (Madden, 2007).

Procedurally, the score obtained by student on the scale used for psychological flexibility in this study.

Review of Early Literature:

Beasley, Thompson and Davidson's study (2003) aimed to identify flexibility in reaction toward life pressures. The sample of the study included 81 male and 106 female university students. Stressful life events and post-traumatic disorder scales were used. Results indicated a direct negative relationship between life pressures and psychological health, and also indicated a relationship between patterns of adjustment with stressful life events and there was a clear effect for awareness difficulty on emotional adjustment and facing life events on the psychological level. Finally, the results indicated no significant statistical differences between male and male students on both scales.

The study of Chine-Ching (2007), " Flow as a psychological motive among online games addicts " included 10 male students from the secondary stage in Taiwan who achieved high scores on Li Young Internet Addiction Scale. Through the qualitative analysis for their responses, the study concluded that flow, reinforcement, and task difficulty were among the most important factors for internet addiction, and that internet addicts have increased internal motives such as flow, ambition level, and explorative behavior, and that external motives and rewards had a little effect especially when performance challenges were high.

Al-Khateeb (2007) conducted a study entitled " Assessing the ego flexibility in facing traumatic events ". The study aimed to identify the factors that compose the ego flexibility among male and female Palestinian youth in face of the traumatic events they witness as results of invasions, assassinations and arrests against the Palestinian people. The sample of the study was consisted of 317 male and female students from Ala'zhar university and the Islamic University in Gaza. The researcher used the ego flexibility scale constructed by Al-Nasir and Sandman. Results of the study indicated the following ego flexibility-related factors: foresight, autonomy, creativity, humor, directed spiritual values (morals) and social relationships, in addition, results indicated that Palestinian youth possess a high degree of ego flexibility.

Sami (2009) investigated the relationship between flexibility and direction of stress and to which extent this relationship is affected by gender and academic major variables. The sample consisted of 409 male and female students from the 4th year in the faculty of education in Ain Shams University at the ages from 19 to 22 years. The study used the flexibility and control direction scales. Results indicated a reverse negative significant statistical correlation between flexibility and control direction, and also indicated significant statistical differences between male and female students in the dimension of the psychological construct and these differences were in favor of male students while no differences existed in persistence to achieve goals and social

communication dimensions.

Al-Bahhas (2010) conducted a study entitled " Psychological flow and social anxiety among a sample of adolescents using internet: (a psychometric-clinical study) " on a sample of 256 adolescents and used the psychological flow scale, social anxiety scale and both were constructed by the researcher and internet addiction scale constructed by Hosam Addin A'zab (2001).Results of the study indicated positive correlations among psychological adjustment dimensions and all dimensions of social anxiety.Results also indicated no significant correlations between spontaneous happiness from the psychological flow scale and the dimensions of social acceptance weakness and lack for friends from the social anxiety scale. Finally, the results indicated no significant statistical differences between the means of male and female adolescents using internet on the whole dimensions of psychological flow.

Long (2011), conducted a study that aimed to identify the relationship between religiosity level and spiritual values and the ego flexibility among university students. The sample of the study included 375 first year students in psychology divisions. Tools of the study included the demographic data questionnaire, multi-dimension religiosity and spiritual values scale, and the ego flexibility scale. Results indicated significant statistical correlation among the higher levels of religiosity and spiritual practices among students with higher levels of ego flexibility.

The study of Michael (2011) investigated the relationships between personal flexibility, ego flexibility, and mental health measures from the one hand, and academic and social integration as indicators for academic persistence from the other hand. The sample included 650 students from two universities in the middle west. Results indicated that factors of flexibility from inside the person had contributed in explaining the change in the academic total average in addition to preparedness and achievement. Results also indicated a correlation between factors of personal flexibility, ego flexibility, and mental health.

Shaqqourah (2012) conducted a study entitled " psychological flexibility and its relationship with satisfaction about life among Palestinian university students in Gaza governorates ". The sample of the study included 600 male and female university students (300 males and 300 females). He participants were selected from Al-A'zhar, Al-A'qsa and the Islamic universities. The scale of psychological flexibility which was constructed by the researcher was used in addition to the scale of satisfaction about life constructed by Majdi Addisouqi (1998). Results of the study indicated above medium level for each of psychological flexibility and satisfaction about life, and a positive correlation between psychological flexibility and satisfaction about life, while no differences existed in all dimensions of psychological flexibility that are attributed to the variable of university but there was a difference in the social dimension in favor of Al-A'qsa university students.

Commentary on previous studies:

By reviewing the previous studies, it is noted that the topic of psychological flow is among the new and important topics in psychology sciences, and that these studies had addressed psychological flow and psychological flexibility among university students but hadn't attached these two variables together and ignored some personal variables related to these tow variables and this is what the current study is going to achieve.

Methodology and Design

Methodology of the study: the correlation descriptive approach was used as it is appropriate for this study.

Society of the study: the society of the study consisted of all Mu'tah university male and female students in bachelor level whom accounts for 18000 students.

Sample of the study: participants were selected using the random sample method with a percentage of (5%) of students whom were selected through application in obligatory courses at the university level and the sample consisted of 900 male and female students (450 male and 450 female students). After excluding the invalid questionnaires, there were 830 questionnaires valid for analysis (388 male and 442 female students).

Tools and procedures of the study: to achieve the goals of the study, the following tools were utilized:

First: Psychological flow scale.

Jackson and March's psychological flow scale (1996) was translated as each item's meaning was translated, then each English item from the original scale was placed against the Arabic one and subscribed to a jury of judges. The Arabic items were translated again into English to check the appropriateness of items. The jury of judges (6 educational staff members) reformulated most of the items and no items were excluded from the scale.

To check for the scale appropriateness after being translated for the environment and goals of the study, the following steps were applied:

1- Plausible Validity: the tool with its final version was subscribed to a jury of specialists consisted of 10 educational staff members and specialists in Mu'tah university, they were asked to give opinions regarding the clarity of formulation, items appropriateness to the tool, and to give perceptions regarding adding or excluding items. Eight members' opinions were adopted for items validity, hence and according to their opinions there was a linguistic reformulation of some items.

2- Construct validity (internal coordination): correlations among the performance of the validity sample were calculated for each item of the psychological flow scale through applying the tool on a pilot sample of 30 male and female students in Mu'tah university other than the original sample of the study. Pearson correlations indicated that all items were significant at the level $\alpha=0.01$ of significance with values ranging between 0.44 and 0.79.

3-Consistency using repetition and internal consistency: validity of the tool was checked through applying it on a pilot sample of 30 male and female students in Mu'tah university other than the original sample of the study. Consistency correlations were calculated using the repetition method with an interval of three weeks and consistency correlation using repetition was 0.89. The tool consistency was also checked using Kronbach Alpha (internal consistency) and consistence correlation was 0.85, and these values are appropriate for educational studies.

4-Tool application and scoring: In its final version, the tool consisted of (36) items which required responses based on five alternatives that included (very great = 5 scores, great=4 scores, medium= 3 scores, low = 2 scores, and very low = 1 score). To interpret the student's scores, range was used as follows: range=the highest value- the lowest value/number of values, highest option-lowest option = 5-1=4, then the difference is subdivided on the number of selected levels (3 levels) as follows: $4/3=1.33$ then this value is added to the lowest value of each category, hence, the score from 1 to 2.33 for the item indicates a low level of student's possession for psychological flow and the score from 3.67 to 5 indicates a high level of student's possession for psychological flow.

Second: Psychological flexibility scale.

Al-Kharabshih's psychological flexibility scale (2013) was utilized because it is a new scale and due to its items' appropriateness for the purposes of this study. And to check for the scale appropriateness for the environment and purposes of the current study, the followings were followed:

1- Plausible validity: the tool with its final version was subscribed to a jury of 10 educational staff members and specialists in Mu'tah university and they were asked to give opinions regarding the clarity of formulation, items appropriateness to the tool, and to give perceptions regarding adding or excluding items. Eight members' opinions were adopted for items validity, hence and according to their opinions there was a linguistic reformulation of some items and the scale still with 17 items in its final version.

2- Construct validity (internal coordination): correlations among the performance of the validity sample were calculated for each item of the psychological flow scale through applying the tool on a pilot sample of 30 male and female students in Mu'tah university other than the original sample of the study. Pearson correlations indicated that all items were significant at the level $\alpha=0.01$ of significance with values ranging between 0.50 and 0.89.

3-Consistency using repetition and internal consistency: validity of the tool was checked through applying it on a pilot sample of 30 male and female students in Mu'tah university other than the original sample of the study. Consistency correlations were calculated using the repetition method with an interval of three weeks and consistency correlation using repetition was 0.92. The tool consistency was also checked using Kronbach Alpha (internal consistency) and consistence correlation was 0.88, and these values are appropriate for educational studies.

4-Tool application and scoring: In its final version, the scale consisted of 17 items that required responses on five alternatives as follows: {always=5 scores, often= 4 scores, sometimes= 3 scores, rarely= 2 scores, and never= 1 score}. These scores are applicable for the positive items (3,5,6,11,12,13,14,15,16) while the order of scoring is reversed with the negative items (1,2,4,7,8,9,10,17). To interpret the scores obtained by the student, range is used as follows: range= the highest value-the lowest value/ number of values, the highest option-the lowest option = 5-1=4 then the difference is subdivided on the number of selected levels (3 levels) as follows: $4/3=1.33$ then this value is added to the lowest value of each category, hence, the score from 1 to 2.33 for the item indicates a low level of student's possession for psychological flexibility and the score from 3.67 to 5 indicates a high level of student's possession for psychological flexibility.

Results, discussion, and recommendations

Results regarding the research first question: What is the level of psychological flow and psychological flexibility level among Mu'tah university in the Hashemite Kingdom of Jordan? To answer this question, means and standard deviations of psychological flow and psychological flexibility level among Mu'tah university students were calculated as shown in table (1).

Table (1)
Means and standard deviations of psychological flow and psychological flexibility level

Variable	Males			Females			Total		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
Psychological flow	2.16	044	Low	2.83	0.82	Medium	2.51	0.75	Medium
Psychological flexibility	2.19	059	low	3.08	0.79	Medium	2.66	0.84	Medium

Table (1) indicates that the level of each psychological flow and flexibility was low among male students while was medium among female students, and came as medium for the sample as whole.

Results indicated a decreased level of psychological flow and psychological flexibility among male students which in turn indicates that male students in Mu'tah university do not perform tasks with the maximum levels of performance, and do not experience positive experiences in life, and this might be due to being busy with studying and the associated stresses, and because they are at a stage of instability regarding the academic average as statistics indicate a decrease in male students averages which leads to fire tens of them because of the low averages each academic semester. In addition, male students possess lower psychological flexibility due to the stagnancy, stiffness, inability and the lack for effectiveness in their lives and they deal with problems from a specific point of view, do not put various solutions to deal with situations, difficulties and crises they face which indicates the need for increasing the level of psychological flow and flexibility among them.

On other level, results indicated that female students possess medium level of psychological flow and flexibility and this might be attributed to that female students seek self-development, are concerned with the psychological aspect at the time male students have many other aspects to be busy with, and because Jordanian family normally pay a great attention for offering services and care more about females generally. Generally, as whole, male and female students obtained medium scores on psychological flow and psychological flexibility which indicates that they like offering services to others and like variety in life. These results are in agreement with the results of Chine-Ching (2007) which indicated a decreased psychological flow that motivates male students to addict internet, and have no agreement with the results of Al-Khateeb (2007) which indicated a higher level of flexibility among males and the results of Shaqqourah (2012) which indicated above medium level of psychological flexibility among male and female students.

Results regarding the second research question: Is there a statistical relationship at the level ($\alpha= 0.05$) of significance between psychological flow and psychological flexibility among Mu'tah university students in the Hashemite Kingdom of Jordan? To answer this question, Pearson correlations between psychological flow and psychological flexibility were calculated and was (0.78) among male students and (0.70) among female students, and was (0.80) for the sample as whole. All these values are statistically significant at the level ($\alpha =0.05$) of significance which indicates a correlation between psychological flow and flexibility. The researcher attributes this result for the fact that psychological flow and psychological flexibility are positive variables and the increase in one of them leads to an increase in the other, hence, students with increased psychological flow have an increased psychological flexibility.

Results regarding the third research question: Does the psychological flow differ among Mu'tah university students based on the difference of each of gender, level of achievement, and the educational year university and the interaction between them? To answer this question, contrast ternary analysis was used to identify the effect of gender (male/ female), the achievement level (80 and above, between 70-79, and 69 and below), and the educational year (1st, 2nd, 3rd, 4th year) and the interaction among them on psychological flow.

Table (2)
Contrast ternary analysis of performance means of psychological flow according to gender, achievement level, and educational year variables and the interaction among them

Significance source	Squares sum	Freedom scores	Contrast	F value	Significance level
Gender	0.06	1	0.06	0.17	0.68
Achievement	17.23	2	8.61	25.25	**0.00
Educational year	11.95	3	3.98	11.68	**0.00
Gender x achievement	0.63	2	0.32	0.92	0.40
Gender x educational year	0.61	3	0.20	0.59	0.62
Achievement x educational year	0.62	3	0.21	0.60	0.61
Gender x Achievement x educational year	0.60	3	0.20	0.59	0.62
Error	276.93	812	0.34		
Total	5716.14	830			

Table (2) indicates significant statistical differences based on the difference of achievement and educational year as F values were (25.25 and 11.68) respectively, and these values are statistically significant. To identify the sources of differences on psychological flow based on achievement and educational year variables, Sheffe test of post comparisons was used as shown in table (3).

Table (3)
Sheffe test results to identify the differences in psychological flow based on the variable of achievement

Variable	achievement	N	Mean	SD	70-79		69 and below	
					Difference mean	Correlation	Difference mean	Correlation
Achievement level	80 and above	168	2.95	0.41	-*0.80	0.00	-*1.17	0.00
	70-79	450	2.58	0.62	-	-	-*0.37	0.00
	69 and below	212	1.78	0.80	-	-	-	-

Table (3) indicates significant statistical differences in psychological flow based on achievement levels, and these differences were in favor of those with higher achievement as the mean was (2.95) compared to the medium achievement mean of (2.58) and low achievement mean of (1.78) which indicates that students with higher levels of achievement possess higher levels of psychological flow.

The researcher attributes the existence of better psychological flow among high achievers to that they have more love toward people, work more and have more levels of creativity and like volunteering with others, which contributes to their full engagement in helping others because they are excellent and have achieved themselves better. In addition, the researcher attributes this to the fact that students have high achievement levels hence they spontaneously and automatically perform activities with no awareness to the external world which contributes in their full engagement in helping others as they achieved superiority in achievement and achieving themselves. In turn, medium and low achievers, still need to increase flow through activities and workshops.

Table (4) indicates the differences between students in psychological flow based on the variable of educational year.

Table (4)
Sheffe test's results to identify differences in psychological flow based on the variable of educational year

variable	Educational year	N	Mean	SD	2 nd		3 rd		4 th	
					Difference mean	Correlation	Difference mean	Correlation	Difference mean	Correlation
Educational Year	1 st	170	1.91	0.45	-*0.70	0.00	-*1.10	0.00	-*0.26	0.01
	2 nd	359	2.62	0.69	-	-	-*0.40	0.00	*0.44	0.00
	3 rd	199	3.02	0.78	-	-	-	-	*0.84	0.00
	4 th	102	2.17	0.41	-	-	-	-	-	-

Results indicate differences in the 3rd educational year with a mean of (3.02) compared to the 2nd year students with a mean of (2.62) and 4th year students with a mean of (2.17) and 1st year students with a mean of (1.91) which indicates that the 3rd year students have the highest level of psychological flow. 3rd year students are the most stable students as they have stability regarding the information and regularities of the university, with a stable academic average and become close to graduate, while 1st and 2nd years students in contrast still instable and hence psychological flow is lower among them, and for 4th year students, they are more busy in looking for the future job so psychological flow decreases among them at this stage.

Recommendations

Based on the results of the study, the researcher concluded with the following recommendations:

- 1- Working on increasing psychological flow among male students in Mu'tah university through activating the role of student's affairs deanship activities and the role of the center of counseling and special education
- 2- Including students in various creative activities to increase flexibility which leads in turn to increase psychological flow among them.
- 3- Focusing on adjustment level among 1st and 2nd years students to assist them to the rapid adjustment in university and its regularities and instructions.
- 4- Focusing on 4th year students' adjustment through activating services of career counseling for them and enhancing their training to find an appropriate job or career.
- 5- Improving the psychological flow level among medium and low achievers through engaging them within workshops and voluntary activities.
- 6- Designing group counseling programs for students to develop psychological flow and flexibility via the center of psychological counseling in the university.

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