

THE EMOTIONAL REGULATION AND COGNITIVE CONSISTENCY AND THEIR RELATIONSHIP WITH THE BIG FIVE – FACTORS OF PERSONALITY

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ABSTRACT: *The objective of the study is to find the correlation between emotional regulation, cognitive consistency, emotional regulation and each of the five major personality factors, cognitive consistency and each of the five major personality factors. The study sample consisted of (400) students selected from four faculties of the University of Baghdad with (200) male students and (200) female students, 67 were two humanities and two faculties of scientific specialization. To achieve the research objectives, three measures were adopted (for emotional regulation, cognitive consistency, and five major personality factors) In order to achieve the objectives of the research, three measures were adopted (for emotional regulation, cognitive consistency and the five major personality factors). In the current research, the cytometry properties of the validity, consistency and discrimination of vertebrates were extracted. The results revealed the following:*

1. *The research sample has an emotional regulation and there is no difference between males and females.*
2. *The research sample has knowledge consistency and there is no difference between males and females.*
3. *The results showed that the research sample of the five major factors of personality as following:*
 - A. *Decreased their neurotic factor there is no difference between males and females.*
 - B. *They have an extracellular factor that makes difference and in favor of females. They raise the factor of openness to experience. There is difference and for the benefit of females.*
 - C. *Rise has a good factor of good relationship and there is difference and for the benefit of females.*
4. *There is a correlation between emotional regulation and cognitive consistency (0.58).*
5. *There is a correlation between emotional regulation and each of the five major factors of the personality except the relationship between emotional regulation and neuroticism has found a weak negative relationship.*
6. *There is a correlative relationship between cognitive consistency and each of the five major personality factors except the relationship between cognitive and neuropathy coherence has found a weak negative relationship.*

Research Problem

Many individuals try to regulate emotions and emotions positively because of their significant impact on the well-being and prosperity of mental and physical health, social relations, work performance, marriage and friendship. On the contrary, people who do not have an emotional organization are exposed to disturbances. They are prone to mental disorders such as depression, generalized anxiety disorder, physical illnesses such as migraines, heart disease, vascular disease, or social problems [1]. Emotions control us much more than we do for ourselves. Subject to our emotions and emotions, for example, joy and sorrow are all emotions we observe in our daily life permanently and it affects our behaviors and decisions strongly impact we may not know its size and do not know the ability to face the truth [2].

Emotional regulation affects thinking, prevents it from continuing, makes it as unclear as in anger, or makes thinking slow and difficult, such as in grief and depression. An individual can lose normal behavior in situations of intense emotion. Thus, for example, cases can occur when an individual can kill another person in a state of intense anger, but after the anger is over, he regrets his behavior [3]. Our time is characterized by rapid changes and a tremendous knowledge revolution. Which cannot be pursued or kept up until after a great effort, may lead to the injury of tension and lack of self-confidence and frequency, Among the most affected by this change university students, who show the negative psychological and social effects on them [4], i.e., the problem solving, positive reassessment, seeking social support, and denial). One student's limited use of strategies is an indication of his weak ability to organize emotionally and is a worthy problem.

The problem of this research is the students' emotions and organization, which play a major role in influencing their

behavior by helping them to organize their social interactions and shape their future behavior and prepare them for successful behavior towards different attitudes and thinking in a positive way away from ideas, which frustrates them and prevents them from achieving their goals and aspirations and progress towards the future better. If the behavior conflicts with beliefs or social norms may be inconsistent, leading to the emergence of symptoms of deviations and mental illness as a result of incompatibility, which requires amendment or change make change in behavior in order to achieve compatibility and can sometimes repeat the behavior or the cancellation or move away from it, either sensibly or unconsciously and in acceptable or satisfactory ways [5], so the individual seeks to find consistency between his knowledge, And acceptance of a trend that is appropriate to its cognitive structure, the individual tries hard to have consistent and interrelated beliefs in an attempt to complete the deficiency and reduce the contradiction [4].

The point here is that the need for cognitive consistency often provokes behavior and that if the cognitive aspects (information, ideas or perceptions, for example) collide with each other, the individual feels uneasy and at the same time feels motivated to reduce cognitive dissonance, in which man by nature tends to conform knowledge with the cognitive and dogmatic structure [7]. And that knowledge of the mechanism of brain work facilitates the methods of acquiring learner's knowledge and reduce anxiety and events of psychological and social stability and achievement of the educational tasks with precision and ease [8].

In the five-factor model, which is the classification of the personality according to five broad dimensions, namely the five large neurotic, extant, and open to experience, good cohabitation, and the vitality of conscience. This postmodern model is based on a logical introduction;

Personality Disorders can be understood in terms of the personality dimensions described in the five factor model. The various forms of mental illness are related to different or different nature of the basic personality preparations, and there is reasonable evidence to support these conditions with the results of analyzes which are related to the standards of personality that measure the psychological illness in samples of the normal and patients, and a number of studies show parallel lines between the dimensions of personal and abnormal character, and the premise is that the five factors model is the most appropriate and most responsible classification And the most responsible and responsible for describing the personality and understanding the problems associated with personality or personality disorders [9]. In this, the problem of this research is determined by answering the following questions:

- Do university students have an emotional regulation?
- Do university students have knowledge consistency?
- What is the relation between emotional regulation and cognitive consistency and the five major personality factors of university students?

Research Importance

The emotional organization seeks to achieve its goal in pushing individuals to take their emotions to adapt to different situations and to meet their requirements. Adapting to situations requires full flexibility and the ability to curb emotional expressions inappropriate to the nature of the situation [10].

The individual is able to work to improve and regulate his emotional and emotional potential and control without exaggerating the methods to protect himself and his emotions from harm and in turn able to find a balance possible between himself and the environment surrounding them, as confirmed by [10]

Emotional expressions can be controlled through strategies that regulate different emotions and carry out a range of internal and external processes that involve curbing or controlling a person's emotions, controlling and guiding those emotional expressions and maintaining the personality of the person And his ability which contributes in understanding emotions and emotions in the human mental, social and emotional well-being to help him and to face problems and challenges [11] The regulation of emotions is based on the fact that negative emotions lead to disruption of public functions, while the Positive emotions are exceptionally important for successful development results, reflecting a simplified view [12] The value of the concept of emotion regulation highlights how emotions regulate attention and activity and facilitate strategic, or persistent or effective way to overcome obstacles, solve problems and maintain a healthy living. At the same time, emotions may weaken thinking, planning, interpersonal complexity, and conflict resolution and health threat [13].

The University of California, Berkeley Conference [8,9] emphasized the importance of emotional regulation from adolescence to the later stages of life, because this stage is a turning point in biological and social changes and has an impact on the ability to regulate emotional organization, This was confirmed at the second conference held at the University of California [4] (Decision Making* emotion regulation in life span transitions[10]. Those individuals who are organized declamatory, and also they have an optimistic view of controlling life events, an effective

coping style in the face of stress, positive self-concept, a sense of purpose or purpose in life, altruism, and acceptance of social support. Effective emotional regulation increases the resilience of individuals In the face of the pressures of daily life, and also increases the ability to search and find meaning to the suffering of everyday life [14].

The importance of the study of emotional regulation is highlighted by some studies of emotional regulation such as Moon (study), Mahoney (study), Cehandler (study), Gross (study) and Claudia [15] Evans (study) these studies have shown that emotion regulation is closely related to empathy, positive social behaviors, moral behavior, and social efficiency. Emotional regulation also affects the psychological, physical and positive personality of the individual.

Cognitive Consciousness is a fundamental theme with a rich history and extensive inclusion in many aspects of governance and decision-making. It was the subject of interest in important research in the 1960s, especially by social psychologists who study for disobedience Although interest in the study of cognitive consistency has declined, interest in its study has gradually been re-examined under alternative labels (balance, coherence, continuity) and across many subfields of behavioral sciences such as (dogmatic systems, Interpersonal relationships, judgments, logic, and social cognition), and thus the growing and growing role can be seen and a greater importance is attached to the research of knowledge coherence across these sub-domains [16]

Since there are two fundamental aspects of the overall behavior of a human being, there are two sets of processes, one of which is the responsibility for describing and organizing the behavior, cognitive processes, sensory, thinking, language, meditation, learning, imagination and emotions. And the other is the motivation responsible for the interpretation of the overall behavior of the human, and there is a distinction between these processes, i.e., each is independent of the other in the composition and characteristics, functions and manifestations, and the mechanism of work components, but at the same time, there is consistency and integration (17).

The general idea of consistency forms the basis of systematic (consistent) phenomena that allow predictability which in turn allows the world to formulate and test hypotheses and infer generalizations and predict future outcomes [18].

The interest in knowledge coherence is driven by two factors. The first is that the fundamental nature of knowledge coherence refers to its potential role in influencing a wide range of phenomena, such as an individual's ability to understand the external environment and more importantly, predicting opportunities and the risk of recognizing consistent relationships between different signals and outcomes. This means that the skill of detecting consistency is necessary to operate in diverse environments, and that cognitive coherence may help to understand beliefs [19]

, The need to maintain reason for reason, and reconciling new information with current beliefs, as Nickerson points out, 'Surely everyone agrees that beliefs should be consistent with one's own evidence' [20]

The second reason or factor to explore the role of knowledge coherence in different governance phenomena

is to find the most modern ways to study objectives that can be used to test the supposed influence of a given goal in any phenomenon [21].

The emotional aspect is one of the three components of the personality as well as the cognitive aspect of the behavioral and behavioral, as there are several indicators distinguish individuals from each other in the field of emotional arousal, and the rule of pleasant emotions (positive) and unpleasant (negative) And the duration of the stability of the emotional state, and the character of the advanced emotional depth and intensity [22]. That the study of personality traits of great importance, has occupied the status of a prominent personality in psychological and educational studies, and where the behavior was seen as a result of personality, which functions as an integrated unit and with all its motivations, abilities, elements and vehicles [23].

Raim et al.'s study of the relationship of the five major personality factors with real everyday emotions and events that anticipate social and cognitive outcomes from daily emotions and events [24] in many aspects of life and its domains. The study of Ahmad [11] indicates a positive correlation between personality factors and lifestyle. The results of the study [13] indicate a correlation between the five major factors of personality and psychological flexibility. So the integration of personality leads to their discipline, balance and harmony of elements, and the lack of integrity of personality lead to the imbalance of its elements [26]

Research Objectives

The current research aims at:

1. Measuring the emotional organization of university students.
2. Measuring the differences in the level of emotional regulation according to the gender variable (male - female).
3. Measuring the cognitive consistency of university students.
4. Measuring the differences in the level of cognitive consistency according to the gender variable (male and female).
5. Measuring the five major factors of personality among university students.
6. Measuring differences in the level of the five major factors of the personality according to the gender variable (male - female).
7. Measuring the correlation between emotional regulation and cognitive consistency and the five major personality factors.

The limits of the research

The present study of Baghdad University students for both two genders for the academic year (2017-2018) is determined by the variables (emotional regulation, cognitive consistency, the five major personality factors).

Limit of the term

1.Emotional regulation: defined by the following researchers:

[27], is the internal and external processes, conscious and unconscious, used deliberately to regulate positive and negative emotions and put them in a certain direction using what he deems appropriate of strategies (problem solving, positive reassessment, the pursuit of social support, denial) [28].

Theoretical Definition

Lazarus & Folkman, in 1984 [43] was adopted because the adopted measure by the researcher adopted the theory and definition of Lazarus and Folkman [32], of emotional regulation.

Procedural definition

The total degree obtained by the student and the student of their response to the paragraphs of the measure of emotional regulation.

2- Cognitive Consistency - Festinger as a congruence between different aspects of one's internal perceptions (beliefs, values or ideas), the rule that the individual does not have contradictory perceptions at the same time and does not behave in ways that contradict his beliefs. The self is usually in harmony and harmony with all its aspects [29].

-Theoretical definition:

The researcher adopted the theory of Vestinger as a theoretical definition because he adopted a scale [30] because they adopted the Vastinger theory in building a measure of cognitive coherence.

The procedural definition

Is the total degree obtained by the respondent when responding to the cognitive consistency measures used in the current research.

3- The Five Big Factors of Personality: The John Srivastava 1999 model defines each of the five major factors of personality as follows:

1. Extraversion V.S Introversion It is one of the five main factors of the personality and includes several manifestations such as the tendency to social life, assertion, assertiveness, effectiveness (activity) and the search for excitement and positive emotions, offset by introversion and negativity [31].

2. Neuroticism V.S Emotional stability, which is one of the five major factors of the personality, including many manifestations such as anxiety and hostility threatening anger and depression and sense of self-rush and willingness to be affected, and offset by the balance of nose Social calm, self-assertion, positive emotion, and the ability to confront stressful situations.

3. Openness vs. Closure to Experience is one of the five major factors of personality that includes many aspects such as ideas, fantasies, aesthetics, activities, feelings, values, enthusiasm, curiosity, and are offset by closure, shallow thinking and inertia [32].

4. Good relationship in Agreeableness V.S Antagonism - one of the five major factors of personality includes many aspects such as trust, righteousness, altruism, humility and tendency to the tenderness and offset by the rudeness and tendency to control and control [32].

5. Conscientiousness V.S Lack of direction is one of the five major factors of the personality that includes several aspects such as efficiency, organization, sense of duty, struggle for achievement, self-discipline, temperament, strength of care and perseverance, Offset by indifference, procrastination, laziness and lack of seriousness. The researcher adopted definitions [33] as theoretical definitions for each of the five major factors of personality. The researcher identifies the five major factors of personality is the degree to which the respondent obtains each of the five major factors of the personality contained in the John Fsrivastava 1999 [42] scale used in the study.

Literature review

The Emotional Regulation

Emotional Regulation Emotional regulation refers to 'the processes by which individuals affect their emotions and how they live and express these emotions' [34]. This sign is one of the many views which are proposed by researchers; there is still considerable disagreement in psychology about the regulation of emotional (this dispute is based on some important issues that deserve discussion in order to understand effectively how to portray the emotional organization at the present time in order to determine: What processes can we consider strategies for emotional regulation? [35].

The important point that should be included in the term emotional regulation is to consider the processes that an individual produces (internal processes) or processes that are used by others [36], most research on adults has focused on internal stress management processes [37]. The theory of stress and compatibility Coping and Stress the views are launched through organizational processes of Unconscious mind by taking into account the possibility that individuals use conscious ways to organize their responses to the challenges they face in stressful situations [38]. This theory was based on strategies used by the individual to achieve equality in this area they have been classified as stress-focused stress strategies and stress-focused stress strategies.

Two main functions of coping strategies are emotion regulation (stress centered around emotions), and the problem (problem-focused stress). In Folkman [39], individuals use both types in dealing with situations [40]. The focus on both is not contradictory, and individuals usually use both methods when faced with many situations, but sometimes use the strategy of confrontation Based on the problem more in situations where something useful is thought to be possible in the problem, and the possibility of using a stress-focused coping strategy is increased when one believes that the situation is constant and cannot be changed and that the individual must bear it [41].

Selye distinguished between a problem-focused confrontation strategy aimed at identifying the problem and

a stress-focused coping strategy aimed at reducing the experience of negative emotion. The latter side laid the foundation for the study of emotion regulation [42]

Stress that focuses on the problem affects emotional experience by solving the problem (ie by moving individuals towards their goals and thereby reducing the emotions associated with not achieving these goals). [43].

The problem-focused coping strategy

It is based on collecting information and developing a plan to respond to the requirements of the problem, and changing the reality of the situation perceived as a compressor for the purpose of stopping or liberating it [44]. Problem Solving includes those efforts that focus on the problem well to change the situation, a behavior-based cognitive approach that is followed by individuals who are able to use this strategy. Problem solving needs to address three areas in order to identify key elements and help this strategy:

1. Evaluate the individual's self, behavior and feelings towards the situation.
2. Evaluate the circumference of the individual.
3. Draw a picture of the situation that the problem is causing.

In the first area is the individual and his emotions related to the situation in addition to the results that result from these things and is an important stage of the solution of the problem, in the second area the individual is the environment that produced the problem, and in the third area draws goals and expectations and developments In the problem, which is to draw a picture of the situation or the problem [45]. Lazarus is the solution to the problem in efforts toward the periphery, unlike, which considers that solving the problem also involves a strategy Self-directed, strategies that are part of a problem-centered confrontation can be outward-oriented (problem analysis, relationship analysis, solutions and alternatives) or self (motivation, problem-solving, attitudes and beliefs) [46], and this difference in interpretation of the solution of the problem as in Table (1)

Table (1): The difference in problem solving strategy according to the interpretation of Lazarus and Austell

The problem-solving strategy (Ostell)	Problem Solving Strategy (Lazarus)
Going home and abroad	Efforts are focused only outward
analyze the problem and find solutions to the self and reveal the relationships that exist between them.	. Evaluate the individual's self and behavior towards the situation
Solving the problem	Evaluation of the circumference
. Leading to cognitive and emotional adjustments	Draw .the image of the situation (problem)

living and may lead to preoccupation with thinking about the future, as if the individual tries to find a new meaning and interpretation of the situation, which makes him feel self-confident [47].

2. Seeking Social Support: Social Support Seeking involves the physical and emotional pursuit and attempts by the individual to obtain effective advice on how to deal with difficult situations, and reflects the lack of effort of the individual in dealing with the situation of compressor and

Focused Coping Strategy Emotion

This strategy is an organization of emotions in the various stressful situations that the individual is exposed to through ideas and actions designed to mitigate the emotional impact.

These are cognitive processes dedicated to reducing emotional stress:

1-Positive Reappraisal includes positive acceptance and redrafting, as the individual tries to rebuild the situation in a positive way while attempting to reduce reality as it is

towards restoring stability [55]. Festinger suggested that the need for cognitive consistency is a state of behavioral excitability in human motivation, especially if conflicts, conflicts or contradictions of certain cognitive aspects occur, an individual feels uneasy, dissonant, or contradictory mental or cognitive thinking Which means seeking to take logic and thinking, and the effective mental coherence that is manifested through the consistency of ideas and facts possessed by the individual for a confrontation characterized by cognitive harmony or harmony [56].

, However, it appears that interest in the concept of cognitive coherence has declined significantly until the year 1983, when research has gradually reappeared under alternative labels such as Balance, Equilibrium, Coherence, and Compatibility. This type of naming has led to a diversity of interest in the concept of cognitive coherence across many sub-disciplines of behavioral sciences, such as belief systems, interpersonal relations, legal provisions and social knowledge [57].

Cognitive Dissonance Theory by Festinger

The individual as conceived by this theory avoids the dissonance between mental units (beliefs, knowledge, opinions, and ideas). There is usually harmony between these different aspects of our inner perceptions, and as a rule that we do not hold beliefs. Cognitive Dissonance Theory by Festinger The individual as conceived by this theory avoids the dissonance between mental units (beliefs, knowledge, opinions, and ideas). There is usually harmony between these different aspects of our inner perceptions, and as a rule that we do not hold beliefs, one contrary to the other? This is the fundamental question raised by Leon Festinger when he began his research in the 1950s. Since then, Vastinger and others have conducted research on so-called cognitive dissonance 'an inappropriate relationship between mental perceptions' [58]. And Vestinger's theory of cognitive dissonance is one of the theories of Cybernetics, which is defined by the theories of consistency, all of which begin with the same Muslim that people are more comfortable and consistent than inconsistencies. In the language of automatic control, people search for harmony or balance. The cognitive system is the basic tool in which this balance is achieved, and the mind is perceived as the system that takes input from the surrounding environment in the form of information and ideas and then processes behavioral outcomes [59].

And while the theory of balance is interested in personal perception, the theory of congruence deals with the consequences of changing the direction of the transfer of information in a source about a subject or event or someone who seems to have a theory of cognitive incompatibility and broader applications and experimental fertility, and has the practical advantage for Psychology, and are used to better understand the dynamic interaction of (perception - feeling - motivation - behavior) and to increase understanding of important psychological issues related to the formation and change of attitudes, beliefs, and values [60].

The theory of cognitive dissonance suggests that in general we may appear logical in our thinking and behavior, and often engage in rationality and adaptive behavior in order to maintain cognitive coherence [61], and because inconsistent knowledge evokes a state of antagonism, [62].

over-activities far from the source of the problem to remove the emotional effects of it [48].

3. Denial includes behavioral separation, mental detachment, addiction, and individual attempts to ban negative experiences of consciousness [49], an activity in which the individual seeks to change the subjective meaning of the compressor event by ignoring the seriousness of the situation, However, individual denial of reality may create other problems that are difficult to sustain and confront, especially in the case of long-term stress tests. On the contrary, this strategy may be effective in reducing stress in the case of short-term stress experiments [50].

This emphasis on the conscious methods used by individuals to reduce negative emotional experiences remained an important part of clarifying emotional regulation and emotional regulation strategies. For this reason, the terms 'strategies for emotional regulation and Stress strategies' as if they mean one thing in published research that examines the attempts of individuals to control their emotions and how their use can be related to psychological compatibility [51].

The behaviors of stress are very much inextricably associated with the main elements of the accepted relativity of emotional regulation because they are characterized by effective and conscious attempts to change stressful experiences (and thus include emotional stress).

Psychological Health and Emotional Regulation

After years of research in developmental psychology, specifically personality disorders, the concept of emotional management strategy has recently become the most prevalent in general mental health research and psychotherapy, especially research of (Depression, anxiety, eating disorders . etc). Although they are widespread, they are still trying or looking for benefit, due to the various challenges involved in defining and evaluating clinical effects, and the lack of emotional regulation appears to play a role in development and treatment of various forms of mental illness, such as inability to deal with emotions that are associated with depression and personality disorders, drinking disorders, Eating disorders, physical disorders, and a variety of other mental disorders [52]. That inappropriate emotional responses are implicit in many forms of mental illness, and more than half of the clinical disorders (Such as anxiety disorders and mood disorders) and all personality disorders (such as bipolar disorder) include incorrect emotional responses, and what is more difficult than expected is the shift from public statements such statements to field results associated with the answer of the question: How can differences in emotional reactions or emotional regulation contribute to various forms of mental illness? And how can therapeutic interventions be used to correct irregular emotions? For example, there is a disorder of depression, which is a disorder affecting mental health, including a negative impact and lack of increased pleasure (and decrease in positive impact), which leads to the disruption of emotional regulation [53].

Cognitive Consciousness

Cognitive Consistency Concept has been interpreted relatively broadly. A wide range of structures and phenomena can be included under or within this framework of this name [54], attempted to prove that the elements connected with each tend to form stable structures, while the contradictory elements generate forces that work

contrary to the knowledge that smoking causes lung cancer [67].

Vastinger described the experience of dissonance as psychologically uncomfortable. Suppose that you believe in the validity of the research that links smoking to lung cancer, but you still smoke. Here, there is a contradiction between everything you think and your behavior. As with all impulse-induced motions, behavior is consulted and directed towards reducing tension, which means in this case reducing dissonance and making mental perceptions in a relationship of balance and harmony as before [68]. According to this theory, people tend to avoid situations that bring to them the lack of harmony or dissonance of knowledge and dissonance, and the demand for positions that bring them Consonance, the individual tends to follow the ideas and opinions that support his test, and avoid those that lead to dissonance about his decision [69] in [70]

In the description of the personality, that is, this model works to classify the attributes of the personality as an arbitrator [71] the model of the five major personality factors appears to be among the most scientifically applicable forms of personal psychology [72].

The five major factors of personality are designed to combine personality traits scattered in basic categories, as these categories are important to add to and delete them. They will be preserved as factors or categories, indispensable to characterization. In the description of the personality, that is, this model works to classify the attributes of the personality as an arbitrator [73].

The model of the five major personality factors appears to be among the most scientifically applicable forms of personal psychology [74]. The most prominent and famous models that dealt with the five major factors of the personality are the model of Goldberg, the Digman model and Costa and Mc Crae. These models include a hierarchical organization of these dimensions which are:

(Neuroticism) - Extraversion - Openness to Experience (Openness on experience) [75].

The past few years have seen a sudden appearance of an important problem Mc Carea, John in this regard (we believe today that it is fruitful to adopt the hypothesis that the model of the five major factors of the personality is correct in its representation of the structure of character traits. If this hypothesis is correct, we will be in the process of discovering the basic dimensions of the personality and thus we will witness a change in the psychology of personality. [76].

Recent attention has grown to measure the five major factors of personality. The Costa-Mc Care of the Five Great Factors of Personality (NEO -FFI-S) was given global attention, translated into several languages and became one of the most widely used tools to [77]. Costa and McCare point out that the five major personality traits are relatively stable throughout the individual's life and are influenced by heredity and experience. The five main factors of the personality of Costa and McCare are the first objective tool designed to measure the basic dimensions of personality by a set of items [60], items extracted through the analysis of items derived from many tests. And personal measures. It includes five sub-areas: neuroticism, extrapolation, and openness to experience, good morals, and the vitality of conscience.

Saleh and al-Tariq [76] note that there are problems associated with personality factors that can be observed at a

When dissonance extends to objects of importance to individuals, they develop a state of tension and unease, called Festinger, Cognitive dissonance. When an individual feels this situation, he or she tends to reduce or eliminate the degree of dissonance in order to achieve consistency. As a result, cognitive dissonance is a source of tension that affects the behavior of people [63].

The theory of cognitive dissonance is based on the idea that individuals seek consistency if there are contradictions they try to justify to reduce psychological harassment. Festinger uses the term Consonance in terms of consistency and dissonance of us. On the one hand, Vastinger presented two basic assumptions: the existence of dissonance creates a situation that is emotionally uncomfortable and will motivate the individual to try to reduce dissonance and achieve a state of harmony (Consonance). When dissonance arises, active situations will be actively avoided. As well as attempts to reduce it [64]. He suggests that dissonance may arise from logical contradictions or cultural norms, or a contradiction between a more cognitive element of knowledge and past experience. At least there is a cognitive component that is incompatible with behavioral elements, In the presence of dissonance, this will motivate individuals to reduce dissonance and to avoid situations that increase [65].

Festinger explains that the term 'knowledge' is used to include things that do not necessarily refer to the meaning of the word we refer to in general. For example, opinions may mean opinions, the individual does not carry a view unless he believes it is correct, therefore, psychologically, opinion is not different from 'knowledge'. The same is true of beliefs, values, attitudes and practices that work 'knowledge knowledge' for our purpose, and this does not mean that differences are not important between those misinterpreted terms. These are the elements of knowledge, and the relationships of consistency and dissonance that can occur between these pairs of elements [66].

Vistinger believes that cognitive elements are the basic units in the theory of cognitive symmetry, which are things that a person knows or thinks about himself or his actions or about what surrounds him. Knowing that a person has bought a car is one of the cognitive elements and recognizes some elements of knowledge. Some elements recognize that they are interrelated, others are not aware of them, and the elements that are understood to be interconnected can be understood either as Consonant or Dissonant. Festinger determines that the two elements are in a related relationship Feston, that the two elements are in a disjointed relationship if the inverse of one leads to the emergence of the other. For example, if a debtor purchases a car, this creates a rivalry. Since not buying the car (reverse purchase) results from being a debtor, (Vastanger) has a number of meanings that can be reinterpreted to the word 'produced'. Confusion may require a logical inconsistency between elements. It may include achieving a person's expectations on the basis of reality, or not achieving expectations based on past experiences, And it is clear that any of the irrational relationships between the elements becomes a sufficient reason to cause dissonance, and shows the homogeneity of relations when the production of cognitive element of other elements, for example, the decision to stop smoking arises from the knowledge that smoking causes lung cancer, and on the other hand. The decision to start or form smoking is

- enthusiasm and curiosity, and are offset by closeness, shallow thinking and inertia .
4. Agreeableness V.S Antagonism - includes many manifestations such as culture, uprightness, altruism, humility and tendency to tenderness, contrasted with the rudeness and inclination of control and control.
 5. Conscientiousness V.S Lack of direction - includes several aspects such as efficiency, organization, sense of duty, struggle for achievement, self-discipline, deliberation, management and perseverance, offset by apathy and delay.

The researcher adopted John Frstvastava [13] as a theoretical framework for research and interpretation of results as a model developed and summarized and gives its paragraphs the five great worlds of personality.

Research Procedures

This chapter describes the procedures undertaken by the researcher, namely, defining the research community, describing and selecting a representative sample, clarifying an instrument for measuring emotional regulation, adopting another tool to measure cognitive consistency, The five major factors of personality and the achievement of the scientific conditions that must be met by the validity, stability and discrimination to be valid for the achievement of research objectives as well as the statistical means used to analyze and process data statistically.

First The Research Community: The current research community is determined by students of University of Baghdad for the academic year (2017-2018), the number of (45580) students and distributed in (22) of them scientific specialties, which has a total student (19990) student and humanitarian competences total student (25690) female and male students.

Second: The research sample:

consisted of (400) students distributed in four faculties randomly selected from Baghdad University for the academic year (2018-2017), two in scientific specialization and two in human specialization. The researcher chose to select the sample of his applied research on the random stratified method of equal distribution. The sections and rows were also selected from each random college. The gender variable was equal to 200 males, 200 females, which are (200) students from the humanitarian specialization (200) students from scientific disciplines and the table shows that.

height or a drop in the world. When the level of neuroticism rises, we will notice manifestations such as tension, anxiety, irritability, feelings of guilt and loss of hope, Which makes the owner faces difficulties in expelling pessimism and inhibiting the motives Vtrah resort to others in search of emotional attribution, while the characteristics of the low-intensity is reflected in emotional stability and social compatibility, while the factor (high Altasatip) seems to be clear in the tendency to speak a lot, which leads to the detection of inappropriate and inappropriate positions and try to control others and seek the excitement of stray and reckless, which negatively affects the life of the individual, the features (low-extant) reflected in the weakness of personal relations and social isolation and feelings of the surface[16] . As for the factor of openness to experience, the owner is characterized by a tendency to risk, innovation, imagination, dreams of vigilance, noncompliance and social rebellion, which is contrary to career advancement and social reinforcement. The limited openness to the five major factors is medium of the internal consistency and that this model enjoys the truth across cultures, and the study (2007) indicated the possibility of extracting the five major factors of personality in the Saudi environment, and the study [79] confirmed the existence of the global environment of the five factors on the Egyptian sample compared to the American sample and samples from other cultures.

The Five Great Factors of Personality John F Srivastava (1999) [42]

John F Srivastava examined his five major personality factors in 1999, where he divided the five major personality factors as follows:

1. Extraversion V.S Introversion includes several aspects such as the tendency to social life, assertiveness, assertiveness, effectiveness (activity), and the search for positive effects and emotions, offset by introversion and negativity.
2. Neuroticism V.S Emotional Stability includes many aspects, such as anxiety, hostility, anger, depression, self-sense of impulse and susceptibility, and is offset by emotional balance, calmness, social affection and Positive self-assertiveness and the ability to confront stressful situations .
3. Openness vs. Experience (Openness V.S. eloceness to Experience) - includes many aspects such as ideas, fantasies, aesthetics , activities, Feelings, values,

Table (1) Distribution of the sample of the research by specialization and gender

total	gender		specialization	faculty	No.
	female	male			
100	50	50	humanitarian	art	1
100	50	50	humanitarian	Ibn rushd education-	2
100	50	50	scientific	Ibn alhaitham education-	3
100	50	50	scientific	science	4

of relevance to the Iraqi environment and thus the scale of [56] paragraph, and took the researcher rate (80%) as approval ratio of paragraphs.

C. The statistical analysis of the scales of the measure of emotional regulation

The distinction of paragraphs for the purpose of calculating the discriminant force of the scales of the emotional regulation scale was arranged in descending order from the highest to the lowest grade, and the score of 27 of the highest scores was (108) tests, In addition, the values of this scale were analyzed for the use of the titer test for two independent samples. The table value (1.96) at the level of 0.05 and the degree of freedom (214) showed that all the paragraphs were distinct except for two paragraphs (27, 33) were not distinctive When compared to the tabular value.

Third Research Tools:

A-The measure of emotional regulation

The researcher of the University of Emotion Regulation Virginia adopted the researcher, and is consistent with stress theory. Description of the meter the scale consists of (60 paragraphs) the alternatives used in the scale are (not much, to a certain extent, much average). It has been translated by [79].

B- The validity of the paragraphs

For the purpose of identifying the validity of the paragraphs (face validity) showed the paragraphs of the measure, the (60) paragraph and answer alternatives and demographic information required, a group of experts specializing in psychological measurement and educational sciences and psychological department. The number of experts was (10), and after the adoption of the expert opinions modified some paragraphs and deleted four paragraphs because of its lack

Table (2) : The discriminatory power of the scales of emotional regulation

Calculated value	Low group		high group		No.
	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	
5,183	1,806	4,958	0,658	3,435	1
3,245	1,863	2,164	1,610	2,531	2
7,528	1,302	3,748	0,563	4,219	3
5,558	1,578	3,218	1,744	3,781	4
6,627	1,593	2,538	1,405	3,502	5
5,674	1,513	3,283	0,689	4,714	6
4,483	1,517	3,205	1,324	3,782	7
7,412	1,603	3,718	1,401	3,265	8
5,749	1,647	3,599	0,679	4,254	9
7,635	1,573	3,877	0,802	3,737	10
5,951	1,642	3,443	0,122	4,238	11
4,752	1,557	2,258	1,213	3,962	12
4,621	1,194	3,741	0,763	4,803	13
7,235	1,253	3,992	0,368	4,554	14
2,427	1,196	3,425	1,332	3,185	15
6,543	0,422	3,447	0,957	4,126	16
5,784	1,529	3,258	0,778	4,237	17
5,283	1,508	3,596	2,224	4,849	18
5,152	1,754	3,43	0,385	3,162	19
7,291	0,897	4,825	0,228	4,773	20
3,335	0,881	4,427	0,153	4,574	21
2,226	1,362	3,247	1,754	3,627	22
3,647	1,335	2,564	1,429	3,726	23
4,911	1,558	3,209	1,691	3,968	24
4,728	3,652	4,381	0,206	3,201	25
5,5656	0,483	3,662	0,238	4,203	26
1,551	0,865	4,473	0,938	4,243	27
6,205	1,409	3,554	0,927	3,275	28
7,341	1,288	3,569	0,771	4,206	29
5,353	1,578	3,352	0,522	4,228	30
7,774	1,546	4,503	0,403	3,339	31
8,881	1,312	3,1508	0,714	4,745	32
1,357	1,711	3,841	0,655	4,654	33
7,951	1,389	3,424	0,765	4,632	34
4,728	0,384	4,382	0,511	4,277	35
5,557	1,182	3,925	1,152	4,231	36
7,334	1,167	3,901	0,676	4,253	37
8,112	1,974	3,802	0,998	4,915	38
3,461	1,262	2,823	1,308	3,0773	39
2,520	1,758	2,445	1,504	3,536	40
3,523	1,516	3,119	1,347	3,364	41
3,504	1,374	3,138	1,498	3,122	42

5,213	1,197	2,961	1,235	3,832	43
4,132	1,116	2,926	1,591	3,953	44
4,201	1,637	2,488	1,987	2,892	45
5,315	1,135	3,304	0,687	4,305	46
2,224	1,109	2,927	1,453	3,326	47
2,947	1,201	2,958	1,162	3,358	48
2,148	1,377	2,514	1,332	3,321	49
3,209	1,425	2,917	1,547	3,512	50
3,608	1,417	3,564	1,108	4,385	51
5,532	1,438	3,377	0,465	4,297	52
3,203	1,218	2,315	1,391	3,995	53
3,231	1,341	4,512	0,431	4,334	54
3,620	1,321	4,501	1,212	4,800	55
3,712	1,256	4,311	1,361	3,616	56

D homogeneity of the measurement paragraphs in the measurement of behavioral phenomenon . Statistical analysis showed that all correlation coefficients were statistically significant (0.05) and freedom (398), compared with the index value of the correlation coefficient (0.098).

-The relationship between the degrees of the paragraph in the overall degree (Internal Consistency) it is one of the most widely used methods in the analysis of the psychological test paragraphs, because this method is characterized by this method of determining the

Table (3) : Correlation coefficients between the degree of the paragraph and the total score of the measure of emotional regulation

Correlation factor	No.	Correlation factor	No.	Correlation factor	No.
0,256	39	0,325	20	0,315	1
0,131	40	0,341	21	0,318	2
0,321	41	0,251	22	0,315	3
0,339	42	0,194	23	0,314	4
0,392	43	0,312	24	0,228	5
0,325	44	0,211	25	0,317	6
0,194	45	0,222	26	0,158	7
0,215	46	0,382	27	0,335	8
0,254	47	0,326	28	0,254	9
0,191	48	0,418	29	0,329	10
0,283	49	0,336	30	0,392	11
0,272	50	0,318	31	0,318	12
0,325	51	0,323	32	0,315	13
0,283	52	0,393	33	0,381	14
0,318	53	0,353	34	0,262	15
0,329	54	0,319	35	0,345	16
		0,356	36	0,316	17
		0,363	37	0,285	18
		0,382	38	0,351	19

randomly selected students from the Ibn al-Haytham School of Education. The scale was then re-applied to the same sample after two weeks. Using the Pearson correlation coefficient, it was found that the stability coefficient of the scale was 0.86, which is a good stability coefficient when compared with the stability tests of personality tests.

b) Alpha Kronbach method

After applying the Alpha kronbach formula found that the correlation coefficient of the measure of emotional regulation was equal to (0.88).

Cognitive Consistency Scale

The researcher adopted Cialdini, Trost and Newson scale (1995) for cognitive consistency.

(A) A description of the scale The scale of the English version consists of (18) paragraphs The alternatives used in the scale (not applicable to me, apply to me to a small extent, apply to me to a medium extent, apply to me to a large extent, apply to me very significantly with weights 1, 2, 3, 4, 5. For the primary scale.

E. Face validity: This veracity is achieved when the arbitrators examine the scale and then conclude that its verbs ostensibly measure the so-called measure of measurement (Weinner, 1984, p. 79). This was achieved by presenting the scale in its initial form to a group of experts in education and psychology as we mentioned earlier.

F. construct validity: The degree to which the scale measures a theoretical construct, a concept, or a status attribute to measure it. Each measure is based on a specific concept or attribute. If the scale predicts this concept or attribute, it is sincere (Al Khayyat, 2010, p. 160). This honesty may be provided in the measure of emotional regulation through statistical analysis. For paragraphs in their ability to distinguish and homogeneity of paragraphs in statistical terms as well as coefficients of correlation of the score of each paragraph and the total score of the scale.

Stability of the scale

a) Test Method

Retest Test In order to calculate the stability coefficient in the test method, the test was applied to a sample of 50

discriminatory power of the items of the cognitive consistency scale, they were ranked in descending order from the highest grade to the lowest grade, and 27% of the highest scores were selected, 108 were for the top group, 27% were selected of the forms with the lowest grades, and 108 were also used to represent the lower group, with the aim of identifying two groups with the greatest possible size and maximum variation (Anastasi, 1976, 208). To find the discriminatory power of each paragraph and then to use the T-test For 'two independent samples', and it was shown that the calculated T value of all the items of the Consistency Scale is statistically significant, since it obtained T values calculated higher than the tabular T value at the 0.05 level and the freedom level (214) which is equal to (1.96).

The scale was translated by Hassan Abdel Amir Khalil 2017 in the style of translation and translation through translation from English to Arabic and from Arabic to English by two English-language professors. After the translation, the two versions were presented to three professors specialized in educational and psychological sciences who are familiar with the English language for the purpose of verifying the veracity of the translation. The translation proved to be true and there is a correspondence between the two versions.

B - The validity of the paragraphs of the scale The paragraphs of the scale were presented in preliminary form to a group of arbitrators (10) arbitrators of specialists in educational and psychological sciences to judge the veracity of its paragraphs, and it was found that all paragraphs of the scale valid.

Table (4) The discriminatory power of the CMI paragraphs

significant	T-value	Low group		High group		No.
		Standard Deviation	Mean	Standard Deviation	Mean	
significant	8,14	0,9231	3,1147	0,3901	4,2057	1
significant	6,12	0,2951	3,3928	0,6372	4,3168	2
significant	7,47	1,5963	2,3854	1,8025	3,2969	3
significant	6,45	1,4683	2,2871	1,4447	3,3875	4
significant	10,13	1,5104	2,3982	0,2713	4,4242	5
significant	10,26	1,6573	2,7595	0,3045	4,9205	6
significant	5,62	1,7974	3,5466	1,2211	3,3887	7
significant	8,36	1,556	2,3504	0,5853	4,2188	8
significant	7,28	1,47	3,1814	0,7913	4,9182	9
significant	10,53	1,89	3,4149	0,3769	4,7382	10
significant	10,52	1,47	3,4223	0,3355	4,1553	11
significant	6,58	0,35	2,7403	1,2108	3,6662	12
significant	5,17	1,24	3,3032	1,9517	4,9856	13
significant	9,91	1,71	3,2297	0,3669	4,2429	14
significant	11,21	1,48	3,5242	0,2464	4,3667	15
significant	10,54	1,29	2,1907	0,7019	4,9008	16
significant	7,91	1,25	3,2871	0,9978	4,5168	17
significant	3,65	1,15	2,7402	1,2141	2,6797	18

1. The Discriminatory Force of Knowledge Consistency Benchmarks For the purpose of calculating the paragraph of the scale and the total score, It was found that all correlation coefficients are statistically significant when compared to the scale value (0.098) at the level of significance (0,05) and the degree of freedom (398).

2. The method of make a correlation between the degree of the paragraph and the total degree of the scale
 This method assumes that the total degree of the individual is an indicator of the validity of the scale, and usually tries to find the correlation between the degrees of each C- Statistical Analysis of Knowledge Consistency Clauses:

Table (5) The values of the correlation coefficients of the degree of the paragraph in the total grade of the scale

Significance level	Correlation factor value	No.	Significance level	Correlation factor value	No.
Significant	0,312	10	Significant	0,319	1
Significant	0,435	11	Significant	0,410	2
Significant	0,415	12	Significant	0,412	3
Significant	0,452	13	Significant	0,423	4
Significant	0,345	14	Significant	0,432	5
Significant	0,314	15	Significant	0,534	6
Significant	0,532	16	Significant	0,514	7
Significant	0,214	17	Significant	0,545	8
Significant	0,352	18	Significant	0,378	9

paragraph of the scale and the total score of that scale, and showed the results of statistical processing using the statistical bag (Spss) All correlation coefficients were found to be statistically significant (0,05).

The Consistency Measure in its final form

The Consistency Standard is the final form of (18) report paragraphs. The alternatives used in the scale (not applicable to me, apply to me to a small extent, apply to me to a medium degree, apply to me to a large extent, When corrected, the weights (1, 2, 3, 4, 5) are the highest score (90), the lowest (18) and the mean (54).

The Big Five – Factors of Personality Scale

The researcher adopted the Al-Jurany [11] scale, which is according to John Fsrivastave 1999, where the scale consists of (43) paragraphs. This scale is suitable for the current research sample. It has high credibility and stability. The scale consists of five areas:

1. Extraversion V.S Introversion. It includes several aspects, such as the tendency to social life, assertion, assertiveness, activity, and the search for excitement and positive emotions. And offset by introversion and negative this area consists of [8] paragraphs.
2. Agreeableness V.S Antagonism - and includes many aspects such as trust, integrity, altruism, humility and tendency to tenderness and offset by the rudeness and inclination to control and control. This area consists of (8) paragraphs.
3. Conscientiousness Vs. Lack of direction - This field includes several aspects such as efficiency, organization, sense of duty, struggle for achievement, self-discipline, deliberation, willpower and perseverance. And the struggle for self-discipline and self-discipline and willpower and perseverance, offset by indifference and delay (procrastination) and laziness and lack of seriousness and includes the area [9] paragraphs.
4. Neuroticism V, S Emotional Stability: It includes many manifestations, such as anxiety, hostility, anger, depression, and a sense of self-impulse and willingness to be affected. It is offset by emotional equilibrium, calmness, social affection, self-affirmation, positive emotion, and the ability to cope with stressful situations and includes the field [8] paragraphs.
5. Openness VS closeness to Experience - includes aspects such as ideas, fantasies, aesthetics, activities, feelings, values, enthusiasm, curiosity. And offset by the closure and the shallowness of thinking and inertia this field includes [10] paragraphs.

Validity of the paragraphs of the scale

The paragraphs of the scale were presented to a group of arbitrators of [10] arbitrators of specialists in the educational and psychological sciences to judge the veracity of the paragraphs and it was found that all paragraphs of the scale valid.

Statistical analysis of the scale of the five major factor

The researcher applied the T-test to two independent samples to test the difference between the average scores of the upper and lower groups in each paragraph, where all the items were marked at the level of (0,05) and the degree of freedom (398).

f. Psychometric Characteristics of the Cognitive Consistency Scale

The computation of psychometric properties is a requirement for the construction of important standards. Practitioners of psychometric measurement almost unanimously agree that honesty and consistency are important characteristics that should be met in the scale. The following is an explanation to prove these characteristics of the Consistency Scale

First: Validity

Is the most important standard psychometric characteristic that must be met in psychological standards. The true measure is the measure that measures the status of the meter to measure the aim which this scale has put for measuring it [13]

1. Face Validity the authenticity of the virtual scale was achieved by presenting it to a group of arbitrators specialized in educational psychology to judge the validity of paragraphs, as previously reported.
2. Construe Validity This type of honesty demonstrates the relationship between the theoretical basis of the scale and the scales of the scale, to what extent the measure measures the theoretical assumptions on which the scale is based, It is possible to verify the signs of the validity of the construction of the scale by following the method of effectiveness of the paragraphs, the extent of the association of each paragraph of the scale on the scale, or the ability of the measure to distinguish between different groups or groups in the performance of the appearance of behavior [78].

The sincerity of the building is described as the most honest type of representation of the concept of honesty, sometimes called the sincerity of the concept or the validity of the formative composition [44].

The values of the correlation coefficients of the degree of the paragraph were extracted by the total degree of the cognitive consistency measure. All correlation coefficients were statistically significant, as mentioned earlier, which indicates the validity of the scale.

Second: Reliability:

a- Test Method and Retest - Test To calculate the stability coefficient in this method and then apply the scale to a sample of 60 students from the Faculty of Education Ibn al - Haytham, they were selected in a class - In a class randomized manner with a proportional distribution of the statistical analysis sample at a 'weekly' time interval between the two applications. It was shown that the stability coefficient of the scale is 0.77 and the stability coefficient value is acceptable.

Second: the method of internal consistency (Cronbach Alpha)

Based on the above, this equation was used to extract the alpha persistence coefficient of the cognitive consistency scale, and it was shown to be 0.80, which indicates the consistency of the paragraphs and their homogeneity.

2- The relation of the degree of the paragraph to the overall degree of the scale

The researcher used Pearson correlation coefficient to extract the relationship between the degree of each

Table (6) Differentiation coefficients The five major factor measures of personality in extreme style

Low group			High group		no
T value	Standard deviation	mean	Standard deviation	mean	
4,43	1,114	3,32	1,63	3,91	1
4,23	1,272	2,94	1,15	3,78	2
5,54	1,211	3,35	0,927	4,43	3
4,86	1,243	2,27	1,224	2,35	4
5,39	1,155	3,48	0,142	3,94	5
5,67	1,309	2,57	0,156	4,52	6
5,84	1,173	3,78	0,86	3,72	7
5,11	1,271	3,96	1,324	3,81	8
4,32	1,246	3,45	1,261	4,23	9
8,104	1,138	2,97	1,274	3,35	10
5,371	1,126	3,18	0,975	3,36	11
3,217	1,396	2,21	1,405	2,87	12
5,432	1,163	3,43	1,106	3,14	13
4,89	1,124	2,65	0,19	3,43	14
4,69	1,251	3,87	0,981	3,32	15
5,47	1,329	3,19	0,124	4,25	16
4,73	1,249	3,38	1,826	3,27	17
4,35	1,877	2,65	1,326	3,37	18
5,21	1,176	2,19	1,211	3,45	19
5,68	1,123	3,28	1,206	4,98	20
6,28	1,228	3,37	1,163	3,26	21
4,63	1,241	3,37	0,116	4,27	22
4,10	1,662	2,84	1,218	3,68	23
3,35	1,773	3,54	1,322	3,48	24
4,53	1,145	3,21	0,988	4,21	25
5,72	1,114	3,38	1,183	3,53	26
5,78	1,258	2,01	0,483	3,73	27
5,56	1,236	3,53	1,173	4,43	28
4,34	1,361	2,14	1,207	3,92	29
4,12	1,504	3,99	1,483	4,31	30
7,89	1,736	2,67	0,934	4,28	31
5,657	1,268	3,45	0,957	4,47	32
6,345	1,223	3,13	0,334	4,43	33
4,162	1,908	3,32	0,288	3,18	34
5,829	1,758	2,97	1,147	3,85	35
3,637	1,076	3,27	1,113	3,88	36
5,495	1,364	2,52	1,749	3,48	37
4,273	1,152	3,35	1,187	3,95	38
5,941	1,809	2,19	1,948	3,81	39
5,768	1,687	2,74	1,47	3,94	40
4,596	1,405	3,18	1,23	3,92	41
3,334	1,283	3,63	1,21	4,12	42
6,102	1,991	2,81	1,43	3,91	43

Table (7) Correlation coefficient of the degree of the paragraph in the overall degree of the scale

factor	No.	factor	No.	factor	No.	factor	No.
0,316	34	0,387	23	0,199	12	0,253	1
0,206	35	0,283	24	0,362	13	0,313	2
0,289	36	0,368	25	0,312	14	0,377	3
0,399	37	0,324	26	0,259	15	0,361	4
0,384	38	0,388	27	0,361	16	0,255	5
0,212	39	0,372	28	0,263	17	0,331	6
0,333	40	0,356	29	0,360	18	0,360	7
0,355	41	0,377	30	0,318	19	0,236	8
0,282	42	0,422	31	0,309	20	0,311	9
0,375	43	0,338	32	0,328	21	0,266	10
		0,382	33	0,322	22	0,266	11

Table (8) Relates the degree of the paragraph to the degree to which it belongs

The second area good relationship against the rivalry		The first area is extinction versus introversion	
factor	no	factor	no
0,518	9	0,912	1
0,479	10	0,485	2
0,423	11	0,322	3
0,213	12	0,526	4
0,496	13	0,392	5
0,389	14	0,474	6
0,382	15	0,467	7
0,510	16	0,428	8

The fifth area of openness versus closure on experience		The fourth area of the union versus emotional equilibrium		The third space the vitality of conscience versus the weakness of direction	
factor	No.	factor	No.	factor	No.
0,316	35	0,418	26	0,432	17
0,282	36	0,308	27	0,382	18
0,341	37	0,466	28	0,417	19
0,368	38	0,438	29	0,368	20
0,486	39	0,476	30	0,419	21
0,318	40	0,522	31	0,468	22
0,482	41	0,416	32	0,377	23
0,332	42	0,300	33	0,335	24
0,442	43	0,385	34	0,411	25

Table (9): Relation of the field degree to the total degree of the scale

Correlation factor	space	No.
0,512	Diastolic versus inertia	1
0,616	good relationship against the rivalry	2
533,0	the vitality of conscience versus the weakness of direction	3
665,0	the union versus emotional equilibrium	4
731,0	openness versus closure on experience	5

paragraph and the degree of the field to which it belongs. The results showed that all paragraphs related to the field to which it belongs, Which is a statistical function at the level of significance (0,05).

The researcher found the internal correlations between each field and the other fields of the scale using Pearson correlation coefficient. All correlation coefficients were statistically significant at the mean level (0,05) That is, there is a correlation between the fields of the scale.

The correlation between the scores of each field and the total score of the scale using the Pearson correlation coefficient, where all correlation coefficients were statistically significant at the significance level (0.05).

4. The relationship between the field and the other fields

3. Relationship of the degree of the paragraph to the degree of the field

The researcher used Pearson correlation coefficient to extract the correlation between the degrees of each

Table (10): The relationship of the field to the other fields of the scale

openness versus closure on experience	the union versus emotional equilibrium	the vitality of conscience versus the weakness of direction	good relationship against the rivalry	Diastolic versus inertia	space
0,410	0,382	0,346	0,244	-	Diastolic versus inertia
0,322	0,491	0,391	-	0,312	good relationship against the rivalry
0,312	0,553	-	0,454	0,311	the vitality of conscience versus the weakness of direction
0,301	-	0,451	0,494	0,380	the union versus emotional equilibrium
	0,283	0,313	0,271	0,356	openness versus closure on experience

validity of its clauses in measuring the five major factors of personality.

2. Construct Validity - is the extent to which a measure can measure a particular characteristic or characteristic (Anastasi, 1988, p. 151).

The validity index

1. Face validity of the paragraphs the researcher used in measuring the phenomenon and expressing their views on the scale, and the judges met on the veracity of the scale the arbitrators met on the veracity of the measure and the

and indicates the homogeneity of the paragraphs and their consistency.

RESULTS AND DISCUSSION:

This part includes a presentation of the results of this research, in accordance with the objectives presented in the first chapter, and discuss these results in light of the theoretical framework, and previous studies, and then come up with a set of recommendations and proposals in the light of those results.

First, presenting and discussing the results.

The first objective was to measure the emotional organization of university students. The results showed that the arithmetic mean of the sample of the research sample on the emotional regulation scale was (180,22) and the standard deviation (15,182) and the t-test for the difference between the mean for the sample and the supposed mean .And the comparison of the theoretical arithmetic mean of the measure which reached (162) degrees. Using the T-test for one sample, it was found that there is a statistically significant difference in favor of the arithmetic mean. The calculated T value (24,132) which is greater than the table T value of (1.96) at the level of significance (0.05) and the degree of freedom (399).

Therefore, the veracity of the paragraphs and their ability to distinguish between individuals is one of the indicators of the validity of the construction and the correlation coefficients of the degree of each paragraph and the total score of the scale, as well as the correlation coefficients of the degrees of each field in the overall degree of the scale and the relationship of the degree field in other areas, on which the Taylor method was based in the calculation of honesty.

Reliability Index:

The researcher was able to achieve stability in two ways:

1. Test - Retest. For the purpose of extracting the stability coefficient for the five major factors of the personality, the researcher re - applied the scale to (40) students from the Faculty of Education for a period of not less than two weeks from applying them for the first time and calculating Pearson correlation coefficient between the students' grades in the first and second applications where the coefficient of stability of the scale (0.78) is acceptable in comparison to the correlation coefficient values.

2. Alpha Cronbach Method - After calculating the alpha kronbach equation for consistency, the coefficient of stability of the scale (0.81) is a good stability coefficient

Table (11): The second test of a single sample of emotional regulation

significant	T- test	Supposed mean	Standard deviation	mean	number	Emotional regulation
significant	24,132	162	15,10	180,22	400	Whole scale

positive and seek support for the community, in front of the challenges they face in stressful situations.

The second objective was to measure the difference in the level of emotional regulation according to the gender variable (males and females). Measuring the differences in emotional regulation according to the sex variable (males - females) The results showed that the arithmetic mean of the emotional organization of the male sample was (179,16) , with standard deviation of (13,16), while the arithmetic mean of the emotional organization of the female sample was (181,28) and by a standard deviation of (17.04). Using the independent test for two independent samples, the extracted T value was (1.093), In comparison to the table value (2,576) it was found to be insignificant at the level of significance (0.01).

This finding suggests that the research sample has an emotional regulation. This result can be explained by Lazarus that parental relationships with children with high levels of intimacy and positive influence are best able to regulate their emotions, This is consistent with the findings of Szwedo that interactions within these relationships can produce opportunities for young people to modify or learn strategies for emotional regulation. University students are mature enough to know and organize their emotions and control their feelings and behaviors ,and restrain their negative feelings and understand and understand the feelings of others, and also back to the cultural contexts experienced by the sample, which lead to stir up positive emotions and processes of psychological organization and organization of their responses and re-evaluation of the

Table (12): Measurement of differences in emotional regulation according to gender variable (male / female)

result	Significant level	Freedom degree	Tabular t value	Calculated T value	Standard deviation	mean	gender
Non significant	0,01	398	2,576	1,093	13.16	179,16	male
					17,04	181,28	female

The third objective was to measure the cognitive consistency of the university students.

The results showed that the mean of the sample mean (62,55) was a standard deviation (8,32). In order to determine the difference between the arithmetic average of the sample and the estimated average of (54) The T-test was used for one sample and the calculated T value (20,189), which is greater than the T-table value (1.96) at the level of (0,05) and the freedom degree (399), meaning that there are statistically significant differences between the two arithmetic mean In favor of the arithmetic average of the sample.

The results showed that there is no statistically significant difference between male and female according to the variable emotional regulation. This result is due to the cultural and social affinity of the students and the similarities in the methods of social upbringing, since the social environment of both genders provides them with the same degree of positive reassessment to minimize the harm of emotional response, reduce negative emotions and have the same level of social support as social support plays a major role in alleviating difficult shocks and situations, and this leads to building similar strategies in organizing their different emotions.

Table (13) : The final test of the difference between the arithmetic average of the sample and the mean arithmetic mean of the cognitive consistency scale

Statistical Significant	Significant level	T value		Supposed mean	Standard deviation	mean	number	variable
		tabular	calculated					
Significant	0,05	1,96	20,198	54	8,32	62,55	400	الاتساق المعرفي

behavior to some extent, and this leads to a state of balance to achieve harmony and achieve a better image of interaction in social relationships.

The fourth objective was to measure the difference in the level of knowledge consistency according to the gender variable (male and female)

In order to measure the differences in cognitive consistency according to the gender variable. The results showed that the computational mean of the cognitive consistency of the male sample was (61.52) and the standard deviation (7,72) while the mean of the female sample was 63.58 and a standard deviation of (8.92). Using the independent test for two independent samples, the extracted T value was (1.47) and compared with the table value (2,576) (0.01).

The results indicate that university students enjoy the consistency of knowledge and compatibility of beliefs or ideas, behavior and consistency in the content of information processing and also enjoy independent opinion, logical thinking, criticism, discrimination, and persuasion what is raised, This indicates that they do not hold beliefs, values or contradictory ideas at the same time, do not follow methods that contradict their beliefs and are in harmony, and that the individual does not hold an opinion unless he believes his health. That individuals have a motive to maintain the consistency of their operations There is no contradiction between them, and this indicates that the cultural and social environment that provided the sample with values, trends, beliefs and knowledge may be in harmony, compatibility and consistency with the

Table (14): Measuring the difference in knowledge consistency according to gender variable (male - female)

result	Significant level	Freedom degree	tabular T value	Calculated T value	Standard deviation	mean	gender
Non Significant	0,01	398	2,576	1,47	7,72	61,52	male
					8,92	63,58	female

same values and beliefs that are consistent and consistent with their behavior to some extent.

The fifth objective was to measure the five major factors of the personality of the university students. To achieve this goal, the arithmetic mean, the standard deviation, and the calculated T value of the main application sample of 400 students were calculated on the scale of the five major factors of personality.

The results indicate that there is no difference between males and females in cognitive consistency, that they have the same consistency, compatibility and harmony of beliefs, ideas and behavior. They have the same level of information processing content and do not behave in ways that contradict their beliefs. Both have a motive to keep their mental processes consistent. And that the environment (cultural and socialization) has provided them with the

Table (15): Results of the T-test to identify the mean difference in the arithmetic average and the standard deviation of the five major personality factors

Significant level	T value		Supposed mean	Standard deviation	mean	The five major factors of personality
	tabular	calculated				
Significant	1,960	1,51	24	6,233	34,221	Neurotic
Significant	1,960	39,80	24	6,822	38,233	Diastolic
Significant	1,960	36,19	30	6,211	36,451	Openness to experience
Significant	1,960	29,11	24	6,741	35,332	Good relationship
Significant	1,960	32,41	27	5,992	38,312	The vitality of conscience

level (0,05). The calculated T value was 29.11, which is greater than the tabular value of (1,960) which shows that university students enjoy the good character of goodness of the relationship, and have high confidence and openness to others and away from selfishness and self-centeredness, altruism and confidence.

The factor of vitality of conscience was statistically significant at the significance level (0,05). The calculated T value was 32,41, which is greater than the tabular T value of (1,960). This indicates that the university students enjoy a vital sense of conscience. They are able to think before starting any action and caution in making decisions that concern them and integrity and honesty.

The sixth objective is to measure the difference in the level of the five major factors of the personality according to the gender variable (male - female).

The arithmetic mean, the standard deviation and the calculated T value for each of the five domains of the five

It is evident that the neurotic factor is statistically significant (0.05) because the calculated T (1.51) is less than the tabular T value (1,960), meaning that the trait is low in the sample. This means that the neurotic subjects have a balance and stability in the emotional state and keep away from tension, anxiety, anger, calmness and affection. As for the diastolic factor, it was statistically significant at the mean of (0,05), where the value of T (39,80), which is greater than the tabular T value of (1,960), which means that the students enjoy an eclectic smile, such as the tendency towards social life, assertion, firmness and activity.

As for the factor of openness to experience, it was statistically significant at the level of significance (0,05), where the calculated T value (36.19) is greater than the tabular T value of (1,960) indicating that the university students enjoy a smile of openness to experience and ideas Activities, feelings and curiosity. As for the factor of good relation it was statistically significant at the significance

gender variable (Male - female) as shown in table

major factors of the personality were derived according to

Table (16): Balancing the scores of the five major factors of the personality of university students according to gender variable

Significant level	T value		Supposed mean	Standard deviation	mean	The five major factors of personality
	tabular	calculated				
Non Significant	1,960	0,642	3,812	28,62	female	Neurotic Diastolic
			4,322	28,22	male	
Significant For female	1,960	2,823	3,238	33,16	female	Openness to experience Good relationship
			4,320	30,81	male	
Significant For female	1,960	4,144	4,165	32,63	female	The vitality of conscience neurotic
			4,076	30,61	male	
Significant For female	1,960	2,651	3,815	27,66	female	Diastolic Openness to experience
			3,162	26,45	male	
Non Significant	1,960	0,86	4,419	34,12	female	Good relationship
			4,408	34,14	male	

mean of the male sample was 26,45 and the standard deviation of 3,162 was calculated. The calculated T value of (2,651) was greater than the tabular T value of (1,960) at the level of significance (0,05) indicating that there are statistically significant differences between the averages on the good of factor of good relationship for the female, On a factor Since there is a trace of gender on the factor of good relationship.

As for the vitality of the conscience, the mean of the female sample was obtained by 34,12 and by a standard deviation of 4,419. The mean of the male sample was 34,14 and a standard deviation of 4,408. T calculations The calculated T value of the vital factor of conscience was extracted at 0,86, which is lower than the tabular T value of (1,960) at the level of significance (0,05) since gender has no effect on the vitality of conscience.

The seventh objective is to measure the correlation between emotional regulation and cognitive consistency.

The purpose of this study is to identify the correlation between emotional regulation and cognitive consistency among university students. The researcher applied Pearson correlation coefficient between the two variables. The correlation coefficient (0.58) The correlation test was used to calculate the calculated T value balance (11,24) in the table value of (2,576) at the level of (0.01) indicating that it has a high level of morale. It is clear that there is a positive correlation between Emotional regulation and knowledge consistency

The previous results show that the mean of the response of females to the neurotic factor was 28.62 and a standard deviation of 3,812, while the mean of the male response was 28.22 an, the a standard deviation of 4,322. The calculated T value of the factor, T value for the neurotic factor is (0.642), which is less than the table T value of (1,960) at the level of significance (0.05). This indicates that there are no statistically significant differences between the average responses of students to the neurotic factor, since there is no effect of gender on the neurotic.

The arithmetic mean of the female response to the diastolic factor was 33.16 and a standard deviation of 3,238, while the male mean was 30.81 and a standard deviation of 4,320. The calculated T value of the diastolic factor (2,823) Which is greater than the T-table value of (1,960) at the level of significance (0,05) indicating that there are statistically significant differences between the averages on the diastolic factor and for the benefit of females, that is, there is a gender impact on the diastolic factor.

The arithmetic mean is equal to (32,63), a standard deviation of (4,165), and an arithmetic mean of the male sample (30.61) and a standard deviation of (4,076). The calculated T value (4,144) Which is greater than the tabular T value of (1,960) at the level of significance (0,05) indicating that there are statistically significant differences between the averages on the factor of openness to experience and for females, that is, there is a gender impact on the factor of openness to experience.

In the case of good relationship, the mean of the female sample was 27,66 and a standard deviation of 3,816. The

Table (17): Measuring the correlation between emotional regulation and cognitive consistency

result	Significant level	Correlation value	Calculated T value	Calculated T value
Significant	0,01	0,58	2,567	11,24

responses to the challenges they face in situations. This is reflected in their cognitive consistency. Emotional regulation needs a great deal of cognitive consistency in beliefs, And the state of harmony and compatibility of knowledge with behavior leads to a state of balance and interaction in social relations, which in turn require a great deal of emotional regulation.

The Eighth Objective: to measure the correlation between emotional regulation and each of the five major factors of personality

Table (18): The correlation between emotional regulation and each of the five major factors of personality

result	T value of correlation type	correlation value	correlation type
Non significant	1,81	-0,018	Between emotional regulation and neuroticism
significant	2,88	0,245	Between emotional and extraneous regulation
significant	3,23	0,261	Between emotional regulation and openness to experience

significant	4,65	0,313	Between emotional and good regulation
significant	4,95	0,260	Between emotional regulation and the vitality of conscience

significant. The correlation coefficient of Pearson (0.313) is greater than the value of the correlation coefficient of (0.098) at the level of significance (0,05) indicating that the relationship The positive correlation between these two variables is due to the nature and characteristics of the owners of this type of personality, where the owners are characterized by self-efficacy and sympathy for others and tolerance, altruism and humility in dealing with the others. So they have a tendency to help others and provide social support to them so they have an emotional organization and influence and understanding the feelings of others and their emotions, which leads to their tendency to establish positive relationships with others.

Finally, there is a positive correlation between emotional regulation and the vitality factor of conscience. The correlation coefficient of Pearson (0,260) is greater than the value of the correlation coefficient of (0.098) at the level of significance (0,05), indicating that That the relationship is a real and functional relationship between the emotional organization and the vitality factor of conscience, and this positive relationship between the two variables is attributed to the nature of the personality of the owners of this pattern as they are characterized by efficiency, organization, responsibility and ethical values so they are more honest in dealing with the others This may make them more able to regulate their emotions.

Ninth objective: To measure the relationship between cognitive consistency and each of the five major factors of personality in university students.

To achieve this goal, the Person Correlation coefficient was calculated between the total score of the sample on the cognitive consistency scale and the whole grade For each of the five major factors of personality as shown in Table 19

Table (18) shows that there is a negative correlative relationship between the emotional regulation and the neurotic factor. The calculated correlation coefficient of Pearson (-0,018) is less than the value of the correlation coefficient of 0.098 at the level of 0.05. The result is a decline in personality, increased emotional balance, social affection and the ability to cope with pressure, accompanied by a rise in emotional regulation and control of emotions and understanding and knowledge of others' feelings.

The correlation coefficient (0,245), which is greater than the value of the correlation coefficient (0,098) at the level of (0,05) indicating that the relationship is real and real between Emotional regulation and the diastolic factor. This result is attributed to the nature of the personality of the owners of this pattern. They are characterized by positive feelings and a tendency towards social participation. They also have the ability to organize emotionally, control their feelings and understand other people's feelings.

As for the above table, there is a positive correlation between the emotional regulation and the openness factor on experience. Pearson correlation coefficient (0,261) is greater than the value of the correlation coefficient of (0,098) at the level of (0,05) indicating that The relationship is real and functional between emotional regulation and openness to experience. The positive correlation between these two variables is due to the nature of this type. They are characterized by a variety of characteristics such as curiosity, exploration, adventure, emotional feelings they are close to others and they tend to be imaginative, so they have a high emotional regulation as well.

The correlation coefficient between the emotional regulation and the good factor of the good relationship also

Table (19): The relationship between cognitive consistency and each of the five factors of personality

result	T value of correlation type	correlation value	correlation type
Non significant	1,52	0,0063-	Between emotional regulation and neuroticism
significant	5,68	0,318	Between emotional and extraneous regulation
significant	3,88	0,588	Between emotional regulation and openness to experience
significant	4,12	0,533	Between emotional and good regulation
significant	4,64	0,460	Between emotional regulation and the vitality of conscience

In the above table, the correlation coefficient between cognitive consistency and the first factor is 0,0064, which is less than the value of the correlation coefficient of 0.098 and the level of significance (0.05) . It is a weak (inverse) correlation that indicates that the relationship is not significant between the cognitive consistency and the neurotic factor. This correlation can be explained by the fact that those who have cognitive consistency are characterized by negative behavioral and behavioral traits such as anger, aggression, impulse, fear and anxiety, and features characterized by social affection and self-assertion and positive emotion and the ability to cope with stressful situations.

The correlation coefficient between the cognitive consistency variable and the diastolic second factor (0,318) is greater than the value of the correlation coefficient of 0.098 and the significance level (0.05) indicating that the relationship is real and true between the cognitive

consistency variable and the diastolic factor. This is due to the affinity of diastolic owners who are characterized by a tendency towards social participation and attention to others and talk a lot, and enjoy the warmth of feelings so they have ideas and beliefs consistent with their behavior in the case of harmony in the ideas and opinions that are consistent with their behavior and are in a state of harmony in the ideas and views that support their choice and behavior.

The correlation coefficient between cognitive consistency and factor 3 is the openness to experience (0.388), which is greater than the value of the correlation coefficient of 0.98 and the level of significance (0.05) indicating that the relationship is real and true between the variable of cognitive consistency and the openness factor on experience. This positive correlation can be explained by the fact that the owners of this pattern are characterized by a variety of interests, curiosity, exploration and wide

imagination. They also have emotional feelings that bring them closer to others. This convergence and openness makes them more harmonious Consistency, balance and knowledge consistency.

The coefficient of correlation coefficient for the fourth factor reached (0,533), which is greater than the value of the correlation coefficient of (0.098) and the level of significance (0,05) indicating that the relationship is real and true between the cognitive consistency variable and the good relationship factor. This positive correlation is due to the fact that the owners of this pattern are characterized by self-efficacy and kindness and a sense of others and sympathy with them and are characterized by altruism, tolerance and humility in dealing with others so that they tend to reflective and effective mental coherence, which is reflected through Consistency of the ideas and beliefs possessed by the student. The coefficient of correlation between Factor 5 and Consciousness (0,460) is greater than the value of the correlation coefficient of (0.096) and the level of significance (0,05) indicating that the relationship is real and true between the cognitive consistency variable and the vital factor of conscience, This can be explained by the fact that the owners of this pattern are characterized by moral values, efficiency, organization and responsibility, so they are sincere and sincere in dealing with others, and are clearly inclined to avoid situations that bring them incompatibility or dissonance. The turnout on the attitudes that brings them the harmony of knowledge tends to follow the individual ideas and opinions that support his choice and avoid those that lead him to the dissonance about the decision and who decided.

RECOMMENDATIONS

In the light of the findings of the research, recommend the following:

1. Use emotional management strategies to assist the guidance and therapeutic staff to develop and strengthen the emotional regulation of students.
2. Work on the establishment of educational programs and guidance and create an educational and cultural environment to promote and develop the harmony between ideas and beliefs with social behavior in the cognitive consistency of university students.
3. The five major personality factors are fully explored to reveal students' personal structure as an important diagnostic tool.
4. Prepare scientific cadres specialized in the field of personal to treat personality disorders and work hard to find appropriate solutions to them.

SUGGESTIONS

The researcher proposes a number of studies and practical research following:

1. Conducting studies dealing with the relationship of emotional regulation with:
 - A) oppresional Personality .
 - B) existential anxiety
- 2) conducting studies dealing with the relationship of cognitive consistency with:
 - A) emotional intelligence.
 - B) Concern for the future.
3. Conducting studies dealing with the relationship of the five major factors of personality with:
 - A) Recession personality

B) Depression.

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