

# EGO IDENTITY AND ITS RELATIONSHIP TO POSITIVE THINKING AND HOPE AMONG THE STUDENTS OF SETIF 2 UNIVERSITY

Asma BOUAOUD <sup>1</sup>

<sup>1</sup> University of Setif 2 Muhammed Lamine Dabaghine (Algeria)

Recervid : 11/2022

Published : 11/2022

## Summary:

This study aims to reveal the relationship between the ego identity and both positive thinking and hope among a sample of students from the University of Setif 02 .The study included 217 male and female university students. The researcher employed three scales as research tools the Binion and Adams Ego Identity Scale (1998), the Abdel-Sattar Ibrahim Positive Thinking Scale (2010), and the Snyder Hope Scale (2011). The researcher also followed the descriptive correlative approach. The study yielded the following findings. The students of Setif University 2 have an average level of ego identity. The students of Setif University 2 have a high level of positive thinking and hope.

- There is a statistically significant correlation at the level of significance (0.01) between the ego identity and positive thinking among the students of Setif University 2. There is a statistically significant correlation at the level of significance (0.01) between the ego identity and hope among the students of Setif University2.

Through the results that have been achieved, we recommend paying attention to positive variables such as positive thinking and hope in the field of developing the ego identity of young people.

**Keywords:** Ego identity, Positive thinking, Hope.

هوية الانا وعلاقتها بالتفكير الإيجابي والامل عند طلبة جامعة سطيف 2

بوعود أسماء<sup>1</sup>

<sup>1</sup> جامعة سطيف2 محمد لمين دباغين (الجزائر)،

ملخص:

تهدف هذه الدراسة إلى الكشف عن العلاقة بين هوية الأنا وكل من التفكير الإيجابي والامل عند عينة من طلبة جامعة سطيف 02. تكونت عينة الدراسة من 217 طالبا وطالبة، واستخدمت الباحثة ثلاث مقاييس كأدوات للدراسة ممثلة في: مقياس هوية الأنا ل بينيون وآدمز ترجمة محمد السيد عبد الرحمن (1998)، ومقياس التفكير الإيجابي من إعداد عبد الستار إبراهيم (2010)، ومقياس سنايدر للامل ترجمة بشير معمريه (2011). وتوصلت الدراسة إلى النتائج التالية: يتمتع طلبة جامعة سطيف2 بمستوى متوسط من هوية الأنا. يتمتع طلبة جامعة سطيف2 بمستوى مرتفع من التفكير الإيجابي والامل. توجد علاقة ارتباطية ذات دلالة إحصائية عند مستوى دلالة (0.01) بين هوية الأنا والتفكير الإيجابي عند طلبة جامعة سطيف2. توجد علاقة ارتباطية ذات دلالة إحصائية عند مستوى دلالة (0.01) بين هوية الأنا والامل عند طلبة جامعة سطيف2.

ومن خلال النتائج التي توصلنا لها نوصي بضرورة الاهتمام بالمتغيرات الإيجابية كالتفكير الإيجابي والامل في مجال تنمية هوية الأنا لدى النشء.

الكلمات المفتاحية: هوية الأنا، تفكير إيجابي، أمل.

### **Introduction:**

with the achievement of an integrated identity, or on the other hand, he fails to realize his identity, which manifests in a variety of images and forms. These are his goals in life and how he can achieve success and prove himself, as well as other aspects for which the teenager is looking for a way out.

Erikson asserts that adolescents who reach the identity-realization state exhibit higher levels of self-identification, constancy, and psychological well-being than those who continue to be in the "*identity diffusion*" state. According to (Knafo & Schwartz, 2001), adolescents develop their identity and value system by adopting an ideological position along with that of their parents, while maintaining a warm and supportive relationship with parents contributes to the consolidation of an integrative identity. Erikson argues that the identity of the distracted ego is linked to destructive behaviours, whether delinquency, drug use, or other forms of self-destruction, which are employed in an attempt to reduce anxiety caused by self-dissociation. The research also found an association between identity confusion and antisocial behaviour. (Ricky Finzi-Dottan, 2011, pp. 919- 920).

Teenagers go through an identity crisis, which is a fundamental phase in developing their identity and, consequently, the core characteristics of their personalities. In light of the recent trend in psychology to adopt positive trends in dealing with human personality and highlight the most important reasons for his happiness and well-being instead of focusing on searching for the causes of his misery and suffering, the current study aims to study the relationship between each of the ego identities and some positive psychology variables represented in positive thinking and hope.

Moreover, there have been numerous studies that dealt with the ego identity in its relationship to many variables of disorder, such as delinquency, addiction, and alienation. The current study is one of the studies that focused on studying the relationship between ego identity and some variables of positive psychology.

#### **1. Statement of the Problem:**

Since Ericsson first proposed the idea of identity, numerous researchers have investigated it across a range of disciplines, including psychology, sociology, and anthropology, in an effort to This idea has attracted a lot of attention due to its significance and the results of young people's failure to develop an integrated identity. The adverse effects affect both the individual and society. According to Ericson (1956), ego-identity refers to the identification of the ego that is developed through social interactions and is influenced by new knowledge gained, from past experience, and anticipation of the future. With increasing age and education, more and more individuals reach the state of identity fulfilment. (Koo Hyun Young, 2020, p. 2)

Furthermore, according to Marcia (1966), the exploration of the identity of the ego and its commitment to it are two essential modes in the process of identity formation. During the pre-adolescent period, children begin to explore ego identity, which refers to exploring an individual's interests and attitudes toward self and the world by discovering differences and similarities with others. (Guo Sijia, 2020, p. 2).

Moreover, Krueger et al. (2010) argue that many young people are unable to reach an identity status, a pattern confirmed by previous studies of college students and young professionals, which found that only 10% to 15% did. (Koo Hyun Young, 2020, p. 2).

Regarding university students, Chang's (1982) study showed that 3.26% of students were in a state of identification, and Streetmatter (1989) found that identity formation is linked to student academic achievement. As for the Arab world, some studies have been completed in this field, Abdel-Moati (1993) studied the formation of identity and its relationship to some academic variables and found the validity of the Marcia classification among Sudanese university youth, as well as the correlation of the level of academic achievement with psychological adjustment with identity states. Oken agrees with Erikson that the identity crisis leads to the alienation of adolescents. They express themselves in negative ways, such as rebellion, violence, indifference, disobedience, harming themselves and others, and violating social norms. (تواني، 2017، صفحة 163)

Asiri (2005) found in her research that there is a positive relationship between identity realization and self-concept and that there is a positive correlation between levels of ego identity achievement and dimensions of psychological and social compatibility, ego identity achievement is a key indicator of normal growth. (الشماس، 2001، صفحة 558)

The results of field research also indicated that achieving ego identity is linked to many positive personality traits such as self-esteem, psychological compatibility, ability to face various problems, flexibility and openness to new ideas, maturity in social relations, ego growth, and moral cognitive growth (الشماس، 2001، صفحة 558)

*The study of Cakir (2014) on 301 married adults in Turkey showed that ego identity is a positive predictor of all dimensions of quality of life (سالم، 2019، صفحة 460)*

In this study, we address the relationship between ego identity and some positive psychology variables in an attempt to understand this variable from another perspective. The current study can also establish future studies that contribute to the development of indicative and therapeutic content for the development of the ego identity of young people through the employment of these positive concepts.

And so we moved forward in this study with the intention of strengthening the ego identity through the application of positive psychology if the validity of the hypotheses that we began with in this study is proven. That is, the development of ego identity in young people can be strengthened by relying on positive variables and working to strengthen them in order to strengthen the ego identity, especially since the latter has become in danger with the numerous changes that are affecting society today. Therefore, the current research aims to investigate the relationship between university students' ego identities and both optimistic thinking and hope.

There is no doubt that the thinking process is an important tool in shaping the identity of the individual. Through thinking, the individual's beliefs, perceptions, values, trends, and tendencies are formed, and thus he can build his philosophy around himself and the world around him.

Thinking is the process of examining subjective experience in order to accomplish a goal, which could be comprehension, decision-making, or problem-solving. (إبراهيم، 2019، صفحة 44)

In different situations, a person usually uses two types of thinking, either negative thinking or positive thinking. Positive thinking is a cognitive process that helps

individuals obtain hopeful images for the future (Matel-Andersona Denise, 2019, p. 65) and helps them deal with stress more effectively.

Positive thinking enables the person to look at the positive and negative aspects of an event and then focus on a positive interpretation, recognizing the fact that, in many circumstances, one cannot change a situation or event, but the interpretation can be changed by focusing on the positive aspects and reframing. (Bekhet Abir, 2018, pp. 823- 824).

Positive thinking has an effect on many levels and aspects as it helps with problem-solving and psychological recovery from negative emotional experiences. It can also affect one's cognition and ability to cope, while negative thoughts are associated with poor health outcomes and lower self-worth. And when negative thoughts occur frequently, dealing with daily Stress can become ineffective. It was also found that positive thinking is associated with increased mental health, while negative thinking can reduce it. (Matel-Andersona Denise, 2019, pp. 65- 66).

According to Seligman, "the ability to pursue and fulfill desires despite barriers" is a crucial factor in assisting a person in realizing their own identity. (المومني، 2021، صفحة 3). In addition, Lazarus (1999) asserts that hope is an essential component of perseverance, compatibility with one's surroundings, and personal potential (نوح، 2013، صفحة 164). "A positive motivational state based on a feeling of success and consisting of (a) agency (goal-oriented energy), and (b) pathways," according to Snyder (planning to achieve goals). (Pharris Angela, 2022, p. 2)

High levels of hope are directly related to physical and mental health, high self-esteem, and positive thinking. The results of some studies indicated that there was a relationship between increased hope and health in people. Some researchers today also believe that fostering a sense of hope leads people to healthier social relationships, overcome stress in everyday life, and train in life skills including decision-making, problem-solving, creative and critical thinking, effective communication, creating and maintaining interpersonal relationships, self-awareness, and empathy. (Safaralizadeh, 2022, p. 1). This is consistent with what several studies have stated, such as Staats et al (2007), Shorey et al (2008), Proctor et al (2010), and others.

The following questions are going to be addressed by the current study:

What is the level of ego identity among the students of Setif University 2?

What is the level of positive thinking among the students of Setif University 2?

What is the level of hope among the students of Setif University 2?

Is there a relationship between ego identity and positive thinking among the students of Setif University 2?

Is there a relationship between ego identity and hope among the students of Sétif University 2?

## **2. Objectives of the study:**

- Identifying the level of ego identity among university students.
- Identifying the level of positive thinking among the students of Setif University 2.
- Identifying the level of hope among students of the University of Setif 2.
- Revealing the nature of the relationship between ego identity and positive thinking among the students of Setif University 2.

- Revealing the nature of the relationship between ego identity and hope among the students of Setif University 2.

### **3. Rationale of the Study:**

The current study is significant because it addresses the problem of ego identity among young people in Algeria, a phenomenon that now requires research and analysis. The identity crisis among our youth is manifested in a number of ways, including the blind imitation of Western culture in clothing, lifestyle, and relationships with others, down to beliefs and beliefs, the deterioration of moral, ethical, and religious standards, the deterioration of values associated with citizenship and patriotism, etc.

The topic at hand is also significant because it examines the connection between a few positive factors, such as hope and positive thinking, on the one hand, and the realization of one's ego on the other. This is particularly significant given the dearth of prior scientific studies that, to the researcher's knowledge, have addressed this.

Researchers still need to pay attention to positive psychology-derived concepts in order to assess how well they contribute to various aspects of health. The current study's findings may also be used to support the development of a counselling and treatment program that uses positive concepts to strengthen young people's ego identities.

### **4. Previous studies:**

#### ***5.1. Previous studies in relation to the ego identity variable:***

**Abdelali's study (2006):** entitled: "Some variables of self among university students with an identity disorder." The study sample consisted of 426 male and female students from the Faculties of Education and Special Education in Damietta. The results showed the existence of a negative, statistically significant relationship between identity disorder and self variables (self-esteem - self-efficacy - dimensions of self-concept. (زقوت، 2011، الصفحات 109 - 110)

**Mohamed Abdel Aziz's study (2016):** entitled: "The relative contribution of both positive social behaviour and ego identity in predicting the quality of life for people with hearing disabilities." The study sample consisted of 120 students with hearing disabilities, and quality of life scale was used, prepared by The researcher, and the ego identity functions scale was prepared by Adams and others, translated by the researcher, and the results of the study found a There is a statistically significant correlation between ego identity and quality of life in the current study sample. (عبد العزيز، 2016، صفحة 409)

**The study of Abdul-Hussein Abdul-Mohsen (2019):** entitled: "Positive flexibility and its relationship to the formation of ego identity among gifted students." The study sample consisted of 105 talented students about psychological flexibility and ego identity formation (عبد الحسين ع.، 2019، صفحة 212)

#### ***5.2. Previous studies in relation to positive thinking variable:***

**The study of Qassem Abdel-Mareed (2009):** entitled Dimensions of Positive Thinking in Egypt, is a factorial study, where the study aimed to identify the dimensions of thinking among Egyptians by identifying the cognitive structure of the thinking scale of Abdel-Sattar Ibrahim (2008). The sample consisted of 101 individuals of both sexes. The study resulted in the following results: The presence of

a high level of positive thinking among the respondents was confirmed by three main factors contributing to 56%, namely optimism, positive expectations, acceptance of personal responsibility, and finally emotional intelligence. (بوزاد، 2016، صفحة 135).

**Ullah and Bouzad's study (2016):** entitled: "Positive thinking among university students at the University of Laghouat". The study sample was 200 students. As for the most common dimensions, the general feeling of satisfaction came first, then the positive acceptance of difference, love of learning and healthy cognitive openness, tolerance and comfort, emotional control and control, positive risk-taking, emotional intelligence, positive expectations and optimism, and finally acceptance of personal responsibility.

(بوزاد، 2016، صفحة 124)

**The study of Ben Yahia Boumediene (2021):** entitled: "Quality of life in the light of the pattern of positive and negative thinking". The study sample consisted of 400 male and female students from the Department of Psychology at the University of Tlemcen, prepared by Ali Kazem and Mahmoud Mansi. The results of the study resulted in the following: The prevailing thinking pattern among university students is positive thinking, with a percentage of 87.25% of the total sample of the study. And there are differences in the level of quality of life among university students according to the pattern of positive and negative thinking in favour of the sample of students that are characterized by a pattern of positive thinking compared to students who are characterized by a pattern of negative thinking. (بن يحيى، 2021، صفحة 1043)

### **5.3. Previous studies in relation to hope:**

**The study "Maamaria" (2011):** entitled: "Regulating a questionnaire to measure hope (measuring goals) in the Algerian environment, where the researcher used the measure of hope expressed by Abdel-Khalek" (2004). The study sample consisted of 629 individuals of different ages and groups. And the results of the study concluded that hope has a strong correlation with the variables of the meaning of life, self-confidence, perseverance, self-efficacy, optimism, true happiness, and life satisfaction, and is inversely related to despair, pessimism, depression, and anxiety.

(رويم، 2020، الصفحات 187 - 188)

**Parker's study (2017):** The study aimed to review the papers that dealt with hope as a predictor of mental health and psychological well-being in adolescents. They had a high level of personal well-being and a low level of behavioural problems. (المومني، 2021، صفحة 38)

**Ali's study (2019):** is entitled: "Psychological endurance and its relationship to hope and optimism among university students." The study sample included 200 university students. Psychological and both hope and optimism among university students.

**Saeeda Al-Imam and Faiza Royem (2020):** entitled: "The Level of Hope and its Relationship to Some Demographic Variables among the Students of the Kasdi Merbah University of Ouargla," on a sample of 315 male and female students. After applying the Snyder Hope Scale, the study concluded that there is an average level of hope among university students. (رويم، 2020، صفحة 180)

### **Commenting on previous studies:**

#### *Previous studies in relation to ego identity:*

I found that identity disorder is negatively associated with self-esteem, self-efficacy, and dimensions of self-concept, such as Abdel-Al's study (2006), and some studies, such as Abdel-Aziz's study (2016), and Abdel-Mohsen's study (2019), found a correlation between identity and ego. The ego has some positive variables, such as quality of life and positive resilience.

As for previous studies that dealt with the positive thinking variable, they found the following:

With regard to the level of thinking among university students, the studies of Abdel-Mareed (2009), Illah and Bouzad (2016), and Boumediene (2021) found that university students enjoy a high level of positive thinking.

Some studies have also found that the most common dimensions for the positive thinking variable among students are optimism, positive expectations, accepting personal responsibility, and emotional intelligence, such as the study by Abdel Mureed (2009). General contentment, positive acceptance of difference, love of learning and healthy cognitive openness, tolerance and comfort, emotional control and control, positive risk-taking, emotional intelligence, positive expectations and optimism, and finally accepting personal responsibility are some of the dimensions of general contentment.

The study of Boumediene (2021) also found that there are differences in the level of quality of life among university students according to their positive and negative thinking patterns, in favour of the sample of students characterized by the positive thinking pattern.

As for the previous studies that dealt with the variable of hope, they found the following: Regarding the level of hope among university students, the study of Imam and Rweem (2020) concluded that there is an average level of hope among university students.

Some studies have also found that hope has a strong correlation with the variables of the meaning of life, self-confidence, perseverance, self-efficacy, optimism, true happiness, and life satisfaction, as a study of Muammar (2011),

The study of Parker (2017) also found that adolescents with a high level of hope had a high level of personal well-being and a low level of behavioural problems. As for the studies that dealt with the relationship between the ego identity and both positive thinking and hope, we did not find any previous study - within the limits of our research - that dealt with this relationship, which is the scientific addition that the current study will provide.

### **5. Study hypotheses:**

- The students of Setif University 2 have an average level of ego identity.
- The students of Sétif University 2 have a high level of positive thinking.
- The students of the University of Setif 2 have a high level of hope.
- There is a statistically significant correlation between ego identity and positive thinking among the students of Setif University 2.
- There is a statistically significant correlation between ego identity and hope among the students of Setif University 2.

## 6. Definition of study concepts:

### 7.1. Ego identity:

In the field of developmental psychology, Erikson was the first to put forth the theory of identity in 1950. He also made a distinction between my identity, my identity as an individual, and my identity as a group. Specifically, Marcia in the middle of the 1960s described four cases of identity: dispersal, closure, suspension, and identity realization. The ego identity has undergone numerous developments and additions. A number of additions to Ericsson and Marcia's work have been made recently, most notably by Grotevant, Kerpelman, Kunnen et Bosma, and Luycks et al. (Valérie Cohen-Scali, 2008, p. 14).

According to Erikson (1994), the idea of identity refers to the personality that sets a person apart in terms of his moral and philosophical outlook, with which he feels very active and that he exists as though an inner voice calls him: This is me.

A sense of identity, according to Al-Ghamdi (2001), is "an internal psychological state that includes a sense of individuality, unity, internal harmony, symmetry, and continuity, represented by a person's sense of connectedness to his past, present, and future, and finally, a sense of social cohesion, represented by association with social ideals, and a sense of social support resulting from this link (عبد الحسين م.، 2016، الصفحات 9 -

(10

The student's overall score on the ego identity scale used in the current study is used to define the ego identity procedurally.

### 7.2. Positive thinking:

Positive thinking is defined as: "a cognitive process that helps individuals obtain images that give hope for the future." (Matel-Andersona Denise, 2019, p. 65).

Positive thinking also refers to: "The belief that, despite adversity, things will eventually get better." (Mohammed Alshammari, 2022, p. 1).

One of the characteristics of positive thinking is that it helps to elicit the best, which is the secret of high performance, and it also allows the individual to choose from a list of his best future life goals in that. The mind possesses one idea at a time, so if we insert a positive idea into our minds, it will bring out the negative idea that corresponds to it.

A void is not recognized by the mind. It will be filled with negative thoughts if we do not fill it with positive ones. We are drawn to negative attitudes. Positive thinking seeks to value and benefit as it makes things work and has effectiveness and construction as its goals. It is a constructive, reproducing thought that produces concrete, workable proposals.

(العزیز، 2011 - 2012، الصفحات 75 - 76)

**Technical Definition:** The student's overall score on the scale of positive thinking used in the current study is how positive thinking is defined technically.

### 7.3. Hope:

Hope is described by Snyder as "a state of positive motivation based on a sense of dynamism arising from the interaction of individuals with the environment, and which is based on a sense of will and planning to achieve the goal" (Safaralizadeh, 2022, pp. 1- 2). While Rand and Chevens defined it as: "the ability that the individual perceives, which helps him and provides him with motivation to find the means and methods that



enable him to achieve the goals he desires." (Jamie & Auld, 2011). Easvaradoss & Rajan, 2013, defined hope as: "a psychological concept that indicates an educated way of thinking, through which a person directs his thinking towards ways to obtain the desired goal, as well as the necessary motivation to walk in these ways that lead to the goal."

(المومني، 2021، صفحة 11)

Hope differs from many other concepts, as it differs from optimism, which is a general expectation that good things will happen, and optimism, like hope, involves positive expectations, but the main difference between the two is that in optimism there is a belief that goals will be achieved without regard to the individual's personal achievement of those goals, while hope is more specific, as it includes an assessment of the individual's ability to achieve the desired goals. Similarly, self-efficacy is the belief in an individual's ability to perform a set of behaviours. Like hope, self-efficacy has the characteristic of goal-oriented and future-oriented thinking. However, Snyder notes important differences between them: First, self-efficacy does not include an interest in thinking about pathways (planning to achieve goals). Second, self-efficacy is the belief that one can do something, not actually do something.

(Pharris Angela, 2022, pp. 2- 3)

**Practical part:**

**1. Study Methodology:**

The method used in this study is the descriptive correlative method.

2. **Study sample:** The study scales were applied to a sample of second-year psychology students, at the Faculty of Social Sciences and Humanities, Sétif University 02.

3. **Time frame:** The study was conducted in December 2019.

4. **Study sample:** The individuals in this sample were selected using the random sampling method (unbiased probability) using the simple sample method. Where the statistical community 165 There are male and female students in the third year of Artovonia, 175 students in the second year of Artovonia, from the University of Mohamed Lamine Debaghin Setif 2. and 400 students in Year 2 Psychology.

The researcher determined the number of sample members by extracting 30% of the total population. By applying these procedures, we obtained the following results:

**Table No. (01):**

*The total number of members of the sub-sample of Sétif University students 2.*

Total members of the study population	The number of sample members is 30% of the total population
740 Male and female students	217 male and female students

**Table No. (02):**

*The total number of members of the sub-sample of Sétif University 2 students by specialization.*

speciality	The total number in the statistical population	20% of the sample number of the total population
Second-year psychology	400	90
Specialty	The total number in the statistical population	40% of the sample number of the total population
Second-year orthophonia	165	60
Third year orthophonia	175	67
The overall	740	217

**5. Study tools:** The study tools included two scales:

The objective scale of ego identity ranks: It is prepared by Adams and his collaborators based on Marcia's model of ego identity, translated by Hussein Al-Ghamdi (2002), and it includes 56 phrases in its first form, distributed over two ideological domains and including four dimensions of professional, religious, and political identity as well as the philosophy of life. The social sphere includes four dimensions: friendship identity, dating, sexual role, and recreational activity.

***Psychometric properties of the scale in the Algerian environment:***

First: honesty (discriminatory honesty): We used discriminant validity or peripheral comparison validity and used the (t) test to find out the difference between the two extreme groups, and the following table shows the results obtained:

**Table No. (03)**

*The results of calculating the discriminatory honesty:*

Categories	M	$\mu$	T	Degree of freedom	of level indication
Low	161	7,4	7.4	14	0.01
High	204	15			

From the above table, it is evident that the value of T is (7.35), which is a function at the level of significance of 0.01. It is the measure of honesty.

**Second: Stability (Cronbach's alpha coefficient):** We verified the stability of the scale using the alpha Cronbach equation on 30 individuals from the study sample, where the stability coefficient alpha Cronbach was 0.71, which is a strong coefficient, which indicates the stability of the scale.

**Positive Thinking Scale:**

We used the Positive Thinking Scale by Abdul Sattar Ibrahim (2010). The scale consists of 110 items distributed over ten axes. Each item consists of two phrases (a) and (b). A) Grade 2 and Paragraph (B) Grade 1, and by summing the scores of all the items, each individual obtains a total score representing his score on the Positive Thinking Scale, and the direction of correcting all items is positive. The lowest score obtained by the respondent represents negative

thinking and must be 71 or less. When positive thinking is on the scale, it must reach 142 or more. The scale consists of the following dimensions:

Positive expectations and optimism, emotional control and control of higher mental processes, love of learning and healthy cognitive openness, a general sense of contentment, positive acceptance of difference from others, tolerance and comfort, emotional intelligence, unconditional acceptance of oneself, acceptance of personal responsibility, positive risk-taking.

### **Psychometric properties of the scale in the Algerian environment:**

#### **Validity test**

**Discriminatory honesty (peripheral comparison):** The scores were arranged from lowest to highest so that 27% of the highest distribution was taken, and 27% of the lowest scores of the distribution, so the number of individuals was 14, and then "t" was calculated to find out the differences between the two groups. Where the value of T is 36.23, that is, there are statistically significant differences in the scale of positive thinking among students between the two groups, in favour of the higher group. That is, the scale has a discriminatory ability, and therefore it is honest.

#### **Stability Calculation:**

**Alpha Cronbach's method of homogeneity:** The stability coefficient of the positive thinking scale was calculated by the method of internal consistency according to the alpha Cronbach equation, where the  $\alpha$  coefficient reached the following value:  $\alpha = 0.93$ , which is a large value indicating that the scale is stable.

(بوزاد، 2016، الصفحات 138 - 141)

#### **The measure of hope:**

We used the "Snyder" scale of hope, translated into Arabic by "Abdel-Khalek" (2004), and codified for the Algerian environment by "Bashir Maamaria" (2011).

#### **Scale description:**

Snyder and colleagues (1991) developed a questionnaire to measure hope. It includes 12 items; eight of them are a measure of hope, and the four additional items are distractors or fillers that have nothing to do with the measure of hope and therefore are not corrected. The hope items are designed to measure the extent to which an individual has directive-related thoughts. The eight items of measuring hope are divided into two sub-dimensions:

**The first dimension:** He called energy, will, or the ability to act. It consists of four items that measure the degree of individual motivation to move towards his goals as he perceives them.

**The second dimension:** it is called "paths" or "ways." It also consists of four items, which measure the individual's ability to find practical ways or paths to reach his goals as he perceives them under conditions that are crippling and non-obstructive in pursuit of the goal. Items that measure the two dimensions can be combined together to result in the total degree of hope.

Answers to the questions fall into one of four categories: completely incorrect, frequently incorrect, frequently correct, and absolutely correct. It was tested on samples of healthy adults, patients, and students. It was created for use in adults. Grades between 01 and 4 are used to correct the answers. A higher score denotes a greater sense of hope, and the total score thus theoretically ranges from 8 to 32.

**Validity and reliability:**

***Distinguishing honesty:***

In order to verify the discriminatory honesty of the total score, it was applied to the sample, and after quantifying the answers and arranging the obtained scores in descending order, the comparison was made between the two extreme groups, where a percentage (27%) was taken for individuals with high scores and a percentage (27%) for individuals with lower scores. The calculated “T” value for the scale’s total score was a function at the significance level (01.0), and accordingly, the scale had a discriminatory ability between those with high scores and those with low scores, which confirms the scale’s validity.

***Internal consistency validity:***

The Pearson correlation coefficient is used to identify the relationship between the paragraph degree and the total degree of the items on the scale. The correlation coefficients indicate that the items of the items measure something in common, which means the validity of the internal construction of the scale, and the correlation coefficients between each item and the scale are statistically significant at 0.01, and this indicates that All items are heading in one direction with the total degree of the scale, and this confirms the validity of the internal construction.

**Stability Calculation:**

***Alpha Cronbach's method of homogeneity:***

The stability coefficient of the hope scale was calculated using the internal consistency method according to the alpha Cronbach equation, where the value of the  $\alpha$  coefficient was as follows: -  $\alpha = 0.76$ , which is a function value at the level of significance (0.01). This confirms that the scale has an acceptable level of stability.

(رويم، 2020، الصفحات 190 - 193)

**6. Presentation, analysis, and interpretation of the results of the study:**

***Presentation of the results of the first hypothesis:*** The first hypothesis states the following: the students of Setif University 2 have an average level of ego identity, and the following table summarizes the results that have been obtained:

**Table No. (04):** *The level of ego identity among students of the University of Setif 2*

V	N	L. V	H.V	M	$\mu$
<i>ego identity</i>	217	82	216	173	18

From the above table, the following can be noticed: the arithmetic mean of the total score for the scale reached (172.64), it is located in the range [89-175] and it corresponds to OK according to the ego-identity scale, from which the students of Setif University 2 enjoy an average level of ego-identity.

This result is consistent and in line with the study of Thompson & Kumrru (2003), whose results indicated that there are significant differences in identity ranks due to age in favor of the oldest. (عبد الحسين م.، 2016، صفحة 47)

The Formation of Ego Identity and Self-Concept among Delinquent and Non-Delinquent Male Juveniles.

This result also differs from what he said (Krueger et al., 2010), which confirmed that only 10% to 15% of students and young people reached the state of identification. It also differs with Chang's study (1982), which showed that 3.26 percent of university students were in a state of identification.

This is explained as follows: The transition to university is in and of itself a very important stage in the formation of the identity of the ego, so it is assumed that a large proportion of the sample members have achieved their identity and succeeded in achieving an integrated identity during the growth stage of the study sample, which coincides with the end of adolescence and the beginning of adulthood. The university usually gives the individual more freedom and more options that also contribute to the maturity of the individual and help them form their identity, without ignoring the previous experiences that the individual lived in stages of previous age and education. Where the student lives in the university many new activities, and his circle of knowledge expands, and the university typically allows the individual more freedom and more options that also contribute to the maturation of the individual and help them form their identity.

The university also has scientific clubs and student organizations that make the student live new roles, which also help him to achieve his identity, but this depends on the student's choices, which may be successful or unsuccessful, which lead them to deviation and disorder of the role instead of achieving identity.

• **Presentation of the results of the second hypothesis:** The second hypothesis states the following: The students of Sétif University 2 have a high level of positive thinking. and the following table summarizes the results that have been obtained:

**Table No. (05):**

*The level of positive thinking among students of Setif University 2:*

V	N	L. V	H.V	M	$\mu$
<i>Positive thinking</i>	217	87	174	140.2	15.26

From the above table, the following can be noticed: The arithmetic mean of the total score for the scale is (140.20), which is located in the range [114-175] and always According to the scale of positive thinking, it corresponds to it according to which the students of Setif University 2 enjoy a high level of positive thinking. Hence, the second hypothesis was confirmed.

This result is consistent and in line with the findings of the study of Afra Al-Obaidi (2013) that university students enjoy a positive thinking pattern, as well as with the studies of Kassem Abdel-Mareed (2009), Illah and Bouzad (2016),

and the study of Ben Yahya Boumediene (2021), which all concluded that there is a high level of positive thinking among university students.

This is explained as follows: As a result of the cognitive maturity that the student reaches at this age, as he has tested many ways of thinking as he tested the results derived from them, and as a result of the development of his cognitive abilities, he has the ability to realize and evaluate his way of thinking and thus change it, especially that positive thinking is linked to several positive results.

Academic specialization may have a role in this, given that the students are specializing in psychology and arthofonia, especially that the way of thinking, whether positive or negative, although we acquire it through the process of socialization and through the experiences we live, can be re-learned again.

Additionally, it permits the academic environment, particularly if it is wholesome and full of tolerance and freedom of thought and action, which is the atmosphere that should rule in the university, especially with the development of teaching methods that allow the student to take responsibility and be active rather than passive, as all of this permits the development of positive thinking among the students. collegiate students.

***Presentation of the results of the third hypothesis:***

The third hypothesis states the following: the students of Setif University 2 have a high level of hope, and the following table presents the results that have been obtained:

**Table No. (06):**

*The level of hope among students of the University of Setif 2:*

V	N	L. V	H.V	M	$\mu$
<i>Hope</i>	217	18	40	31.65	4.221

From the above table, the following can be noticed: The arithmetic mean of the total score for the scale reached (31.65), which is located in the range [28-44] and corresponds to it very much according to the Hope Scale, from which the students of Setif University 2 enjoy a high level of hope, and therefore the third hypothesis has been fulfilled.

This result is consistent with the study of Saida Al-Imam and Al-Ruim (2020) and Al-Momani (2020), whose results showed an average level of hope among university students; the study of Abd Ali and Noah (2013), and the Parker study (2017), which indicated that there is a high level of hope. Hope for university students.

This is explained as follows: According to Lazarus (2006), what usually raises hope in the hearts of individuals, according to Judeh and non-specific conditions. (جراد، 2011، صفحة 139)

The student at this age usually experiences a set of pressures, whether those are related to the academic aspect or what university life imposes on the difficulties of transportation, feeding, and university accommodation, and intensive lessons and duties.. Despite this, these circumstances may be among the motivating factors to arouse hope among students, hope for success and

excellence, hope for financial independence, and hope for graduation and work, thus establishing a family and other topics that concern the student at this stage and making him set several goals and plan to achieve them. In particular, hope has the ability to reduce the negative effects of difficult life events, according to the study of Visser on: (جراد، 2011، صفحة 143)

A person who has a high level of hope has more energy to achieve their goals.

***Presentation of the results of the fourth hypothesis:***

The fourth hypothesis states the following: There is a statistically significant correlation between the ego identity and positive thinking among the students of Setif University 2. The following table presents the results obtained:

**Table No. (07):**

*The relationship between ego identity and positive thinking among students of Setif University 2:*

variables	N	P	Statistical significance
<i>ego identity</i>	217	0.302	Statistically significant at the 0.01
<i>Positive thining</i>	217		

Through the results that were presented in the above table, it is evident that there is a correlation with the same statistical significance between each of ego identity and positive thinking among the students of Setif University 2, where the value of Spearman's coefficient is (0.43), which is statistically significant at the level of significance of 0.01. Hence, the fourth hypothesis was confirmed.

This is explained as follows: The achievement of ego identity can affect the development of positive variables among young people, especially since many studies have found that ego identity is linked to some positive variables, such as the Touati study (2013), which concluded that there is a correlation between ego identity and emotional reassurance, and the study of Abdul Aziz (2016), which demonstrated the relationship of ego identity to quality of life. As the Asiri study (2005) went to show, the ego identity is also linked to the normal personality that enjoys mental health. Positive thinking may be an aspect of the well-being and mental health of individuals who achieve their identity.

Furthermore, according to Erikson, adolescents who obtain a state of identity fulfillment are characterized by greater self-identification, stability, and a sense of psychological well-being. Flexibility and openness to new ideas, maturity of social relations, ego growth; and moral cognitive development. Positive thinking is one of the most important elements that help to achieve this, as it is an important means of achieving success through the individual's optimism, acceptance of personal responsibility, and emotional intelligence, according to the study of Abdel-Marid (2009).

Because thinking is the most advanced cognitive process and plays a crucial role in shaping an individual's perceptions of both himself and the world around him, it is also one of the most significant factors that contribute to the development of the ego identity. And if this way of thinking is constructive, it unquestionably helps someone develop their ego identity in some way.

***Presentation of the results of the fifth hypothesis:***

The fifth hypothesis states the following: There is a statistically significant correlation between ego identity and hope among the students of Setif University 2, and the following table presents the results:

**Table No. (08):**

*The relationship between ego identity and hope among students of Setif University 2:*

variables	N	P	Statistical significance
<i>Ego identity</i>	217	0.202	Statistically significant at the 0.01
<i>Hope</i>	217		

Through the findings shown in the table above, it is evident that there is a correlation between each student's ego identity and positive thinking at Setif University 2, where the Pearson coefficient is 0.01 and there is a statistically significant correlation at the 0.01 level of significance (0.43). As a result, the fifth hypothesis was confirmed.

We provide the following justification:

According to a Muammar study (2011), hope is one of the positive variables that contribute to raising the efficiency of the individual to face stressful situations, as it is linked to many positive variables that contribute to this, such as self-confidence, perseverance, and self-efficacy, and hope is positively related to psychological resilience, according to Ali (2019) study. Therefore, hope may be an important factor in the formation of the ego identity, as hope has the ability to relieve depressive symptoms according to Visser (2009), and the ability to confront and restore compatibility according to Kivimaki et al. (2005) (جراد، 2011). Thus, it is considered a predictor of life satisfaction and the individual's well-being. Hope helps the individual to successfully overcome the identity crisis in order to achieve their identity.

Moreover, the university student usually has several hopes that he seeks to achieve, and whoever enjoys hope, these ambitions do not remain just wishes, but turn into goals that instill in him a degree of enthusiasm and motivation towards achieving them, and give him more confidence in himself and his abilities, and create in him the ability to agree despite frustrations. And the obstacles, they also give his life meaning, and this is a very important aspect in achieving the identity of the ego.

Additionally, since the accomplishment of the ego's identity is associated with many beneficial factors and aspects of psychological health and wellness, including hope as one of its components, hope may be a crucial quality for those who possess the achieved identity.

**Conclusion:**

Our study focused on the connection between the ego identity and hopeful and optimistic thinking among a sample of university students because the ego identity is an old and new idea that, despite having existed for a long time after Ericson's invention, is still very significant, especially in light of the recent



changes. The significant occurrences in our Arab societies, which tended to emulate and adopt the Western way of life with all of its advantages and disadvantages, especially among the youth and adolescent category, so that values, ideals, morals, religion, and the homeland have become old references that do not arouse the inclination and interest of new generations, so delving into these sensitive issues, which are represented by the concept of identity, is paramount.

Additionally, interest in the discipline of positive psychology, particularly in the context of ego identity, is a significant addition to science, particularly in light of the paucity of prior investigations that addressed the relationship between ego identity and both hopeful thinking and optimism, to the best of our knowledge.

The study came to the following conclusions:

- The level of ego identity among students at Setif University 2 is average.
- High levels of optimism and hope characterize Setif University 2 students.
- There is a statistically significant correlation between the ego identity and both optimistic thinking and hope at the significance level (0.01) among the Setif University 2 students.

#### **Recommendations and suggestions:**

In light of the findings, we advise focusing on the factors that help young people develop their sense of self.

We also recommend the following:

- establishing a counseling program based on the application of a number of positive psychology-derived techniques aimed at fostering young people's ego identities.
- investigating the link between the ego identity and other positive factors like self-efficacy, optimism, psychological flow, etc.

#### **References:**

- Bekhet Abir, G.-V. M. (2018, Dec). Depression, positive thinking, personal and social resourcefulness among caregivers of persons with autism spectrum disorders. *Archives of Psychiatric Nursing*, 32(6), 823-827.
- Guo Sijia, X. N. (2020, nov). The Interaction effect of traditional Chinese culture and ego identity exploration on the flourishing of rural Chinese children Author links open overlay panel. *Children and Youth Services Review*, 118, 1- 9.
- Koo Hyun Young, L. J. (2020, nov). Changes of ego identity and psychosocial maturity in nursing students: A longitudinal study Hyun. *Nurse Education Today*, 94, 01- 06.
- Matel-Andersona Denise, B. A. (2019, feb). Psychometric properties of the positive thinking skills scale among college students. *Archives of Psychiatric Nursing*, 33(1), 65- 69.

Mohammed Alshammari, M. A. (2022, June). Predictors and Correlates of Saudi Nursing Students' Grit and Positive Thinking Amidst the COVID-19 Pandemic. *Teaching and Learning in Nursing, Journal Pre-proof*, 1- 26.

Pharris Angela, M. R. (2022, May). Hope and resilience as protective factors linked to lower burnout among child welfare workers. *Children and Youth Services Review*, 1- 9.

Ricky Finzi-Dottan, B. G. (2011, June). Aggression and conduct disorder in former Soviet Union immigrant adolescents: The role of parenting style and ego identity. *Children and Youth Services Review*, 33(6), 918-926.

Safaralizadeh, H. (2022, June). Life skills training, hope, and health: An interventional study in the North West of Iran during the COVID-19 pandemic. *Public Health in Practice*, 1- 4.

Valérie Cohen-Scali, J. G. (2008). L'identité : perspectives développementales. *Revue de L'orientation scolaire et professionnelle*, 37(3), 321- 345.

إبراهيم, إ. (2019). نيسان. دور التفكير الإيجابي في تطوير قدرات الشباب الإدارية التنموية والخدمة المجتمعية. *مجلة رماح للبحوث والدراسات*. 61- 43, (30), الشمس, ف. ح. (2001). مستويات تشكّل الهوية الاجتماعية وعلاقتها بالمجالات الأساسية المكونة لها لدى عينة من طلبة الصف الأول الثانوي من الجنسين دراسة ميدانية في المدارس الثانوية العامة في مدينة دمشق. *مجلة جامعة دمشق*. 596- 553, 11, ,

العزیز, ح. ع. (2012- 2011). نمط التفكير وعلاقته بتقدير الذات. رسالة ماجستير غير منشورة, جامعة تلمسان, د.م. المومني, ن. (2021). القدرة التنبؤية لأبعاد الأمل في مهارات الصداقة والرضا الحياتي من المتسبين في المراكز الشبابية في محافظة عمّون. أطروحة دكتوراه غير منشورة, جامعة مؤتة, د.م.

بن يحيى, ب. (2021). سبتمبر. جودة الحياة في ضوء نمط التفكير الإيجابي والسلبي. *مجلة العلوم القانونية والاجتماعية*. 1043- 1042, (3), 6, ,

بوزاد, ع. ع. (2016). التفكير الإيجابي لدى الطلبة الجامعيين. *مجلة العلوم النفسية والتربوية*. 149- 124, (2), 3, ,

تواتي, إ. ع. (2017). ديسمبر. علاقة تشكّل هوية الأنا بالاغتراب النفسي لدى طالب الجامعة (دراسة ميدانية على عينة من طلبة جامعة الوادي. *مجلة السراج في التربية وقضايا المجتمع*. 186- 166, (4),

جراد, أ. ج. (2011). تموز. (التنبؤ بالسعادة في ضوء الأمل والتفاؤل لدى عينة من طلبة جامعة القدس المفتوحة. *مجلة جامعة القدس المفتوحة للأبحاث والدراسات*. 162- 129, (24),

زقوت, م. (2011). هوية الذات وعلاقتها بالتوكيدية والوحدة النفسية لدى مجهولي النسب. رسالة ماجستير غير منشورة, الجامعة الإسلامية, غزة.

سالم, أ. (2019). أبريل. هوية الأنا وعلاقتها بالأمن الفكري لدى عينة من أعضاء هيئة التدريس بجامعة طيبة بالمدينة المنورة. *المجلة العلمية لكلية التربية*, (4), 35, , 452- 469.

سعيدة الإمام, فائزة روم. (جوان, 2020). مستوى الأمل وعلاقته ببعض المتغيرات الديموغرافية لدى طلبة جامعة قاصدي مرياح ورقلة, مجلة دراسات نفسية وتربوية. 13, (3), 180- 200.

عبد الحسين, ع. ا. (2019). كانون الأول. (المرونة الإيجابية وعلاقتها بتشكّل هوية الأنا لدى الطلبة الموهوبين. *مجلة أبحاث البصرة للعلوم الإنسانية*, (4), 44, , 212- 236.

عبد الحسين, م. (2016). تشكّل هوية الأنا ومفهوم الذات لدى الأحداث الذكور المانحين وغير المانحين. رسالة ماجستير غير منشورة, جامعة مؤتة, د.م.

عبد العزيز، م. (2016). أكتوبر. (الإسهام النسبي لكل من السلوك الاجتماعي الإيجابي وهوية الأنا في التنبؤ بجودة الحياة لدى ذوي الإعاقة السمعية. مجلة بحوث عربية في مجالات التربية النوعية. 441- 409، (4)

نوح، إ. ع. (2013). مستوى الأمل لدى طالبات الجامعة. مجلة كلية البنات للتربية للعلوم الإنسانية. 192- 162، (12)

نور المومني. (2021). القدرة التنبؤية لأبعاد الأمل في مهارات الصداقة والرضا الحياتي من المتسبين في المراكز الشبابية في محافظة عجمون. أطروحة دكتوراه غير منشورة، جامعة مؤتة.