

Predictive Ability of Implicit Theories of Emotion and Fear of Happiness on Flourishing

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Abstract

The study aimed to reveal the predictive ability of implicit theories of emotion and fear of happiness on Flourishing among female students of the College of Education at the University of Hail. The study sample consisted of (359) female students who were selected using the available method. To achieve the objectives of the study, the Fear of Happiness Scale by Gilbert et al., [1], the Flourishing Scale by Diener et al., [2], and the Implicit Theories of Emotion Scale, by Livingston, 2012, were used. The results of the study showed that the level of Flourishing was high. The results also showed a statistically significant correlation between entity theory and incremental theory within implicit theories of emotion. While the results showed that there was no statistically significant relationship between fear of happiness and Flourishing. The results also showed that implicit theories of emotion and fear of happiness together explained (50.9%) of the variance in Flourishing.

Keywords: Fear of happiness; Implicit theories of emotion and Flourishing.

1. Introduction

Research in psychology and psychiatry typically focuses on disease, dysfunction, and treatment, and this has led to important advances in many areas including the development of effective techniques for diagnosing and treating physical and mental challenges. There have been attempts

in humanistic psychology to show a different picture of the importance of looking at the factors that contribute to human flourishing by understanding what it means to be an integrated human being, and under what conditions humans can develop and reach their full potential. Which paved the way for the emergence of a relatively recent emerging field in psychology called positive psychology, which focused mainly on character strengths and their impact on mental health. Scientists' efforts began to be directed towards finding models to prepare individuals capable of self-compatibility and achieving a happy life.

This is the primary goal that motivated the emergence of positive psychology, which aims primarily to understand and promote human flourishing [3]. This science works to direct psychological research towards building the best qualities in life rather than correcting the worst [4].

Many solid studies have been conducted on human flourishing in fields such as sociology, political science, economics, education, medicine, public health, and many other disciplines [5]. Although the focus and purpose of understanding human flourishing differ in each field, the ultimate goal is to understand the ways and conditions in which individuals and communities can flourish, develop, and reach their fullest potential [6].

If we try to provide a definition of Flourishing in the field of psychology, we will find that it is a combination of feeling good and performing well [7]. It is synonymous with a high level of well-being and optimal mental health [8]. hence concept of flourishing is a broader concept of well-being, which includes happiness and life satisfaction, mental and physical health, meaning and purpose, character and virtue, and close social relationships [9].

While Diener et al. [2] define flourishing as social and psychological well-being and include human psychological needs, for example, the need for competence, autonomy, relatedness, and self-acceptance in their model of flourishing.

We can conclude that positive psychology theorists have paid great attention to flourishing in an attempt to achieve understanding of the well-being of individuals. By blending social, emotional and psychological well-being. and studying the behavior of individuals psychologically and socially well. It views Flourishing as a social-psychological concept influenced by social and psychological factors [10].

It can be said that individuals with a high level of flourishing are emotionally vibrant, function positively in both private and social life, and do not suffer from mental illness. They have a willingness to develop, improve and expand their potential as people, and are able to develop warm and trusting relationships with others. flourishing individuals are also more likely to have better social relationships, experience fewer restrictions on daily activities, and contribute actively to their communities. Furthermore, flourishing individuals have more coping strategies than those who are vulnerable or depressed [11].

Although studying positive human strengths is important in achieving desired results, long-term factors such as cultural values, beliefs, situational readiness, and emotions have a significant impact on flourishing. Unfortunately, these important aspects have not received sufficient research

attention in the psychological well-being and flourishing literature. Cultural beliefs and myths may affect the flourishing of individuals. Empirical and theoretical evidence indicates that some individuals have negative views about Flourishing and sometimes feel fear. This is because some cultures link concepts related to happiness with personal depth. A serious and deep person is often defined as a sad person, while looking at A happy person is someone who is unable to feel tragedy in life and is superficial. Thus, the fear of happiness is a relatively stable field of belief and has great potential consequences in real life [12].

Fear of happiness relates to relatively stable beliefs about experiencing positive emotions that will generate negative emotions for them, thus avoiding unpleasant consequences. Individuals who are more susceptible to fear of happiness tend to suppress their true positive feelings. Because they believe that avoiding happiness provides them with safety and well-being [13].

The reasons for this belief are varied, including that these individuals have a greater fear of experiencing loss after the feelings of happiness end, compared to their appreciation for experiencing the feelings of happiness itself. While other individuals suffer from “fear of happiness” because they have repeatedly experienced setbacks and disappointments. Another reason for fear of positive emotions may be the result of individuals worrying that they will lose control over their positive emotions or their behavioral responses to these emotions [14, 15].

The fear of happiness is usually linked to superstitious beliefs that expressing happiness can cause harm and endanger life. Also, maintaining this type of belief may harm a person’s mental health, as it may cause depression, anxiety, and stress, as fear of happiness will certainly affect a person’s satisfaction with his life [16, 17].

Since Flourishing is a phenomenon like other psychological phenomena that is characterized by complexity and the presence of many influential factors responsible for its formation, some scientists believe that there are some variables that determine the behavior of individuals, and among these variables are Implicit Theories of Emotion, as one of the factors that is likely to It has an effect on the fear of happiness. Although a review of the theoretical literature related to implicit theories indicates that most works focused on intelligence more than others, some researchers also believed that some individuals hold implicit theories about some personality traits such as emotions [18].

This is what Tamir, John Srivastava, Gross, [19] study concluded, as it showed that individuals differ systematically in terms of their implicit theories of emotions, just as in intelligence. Dweck and her colleagues are usually viewed as the first pioneers in the research. In implicit theories, they found that individuals differ in their view of personal characteristics such as intelligence, mathematical abilities, social skills, and personal traits, in terms of whether they see them as fixed (entity theory) or variable (incremental theory), and there is a major difference between these two theories, which is called Implicit theories, because most of these beliefs are latent and implicit rather than clear.

Individuals differ in their implicit beliefs about emotions. Some of them believe that emotions are fixed, and they are what are called people with the entity theory. These people are distinguished by the fact that they view their emotions as fixed and difficult to control no matter how much the

individual tries to change them. They explain their failure based on stable internal factors, along with failure to employ organizing strategies. They also tend to avoid negative influences and use avoidant experiences as self-protection strategies, as they view the unpleasant influences they encounter on a daily basis as negative, dangerous, and threatening. Therefore, they tend to avoid negative influences, whether by distracting themselves from feelings or emotions. Unpleasant (suppressing their feelings). These individuals also avoid events such as similar situations. For example, individuals who are afraid of flying tend to avoid thinking about that and will also avoid situations in which there is talk of flying [20].

On the other side, there is a group that believes that emotions change, and they are called incremental theory, who believe that emotions are changeable and can be controlled. Such a view of emotions leads to accepting the main direction of regulating the effects. In contrast to the entity theory, the incremental theory may the individual does not judge or evaluate the unpleasant impact as negative. Those who have an incremental outlook are concerned with their emotional responses in order to have the ability to help them understand and control emotional states. Therefore, events that may carry negative feelings should not be avoided in and of themselves. It should be approached in a way that can be learned from. For example, if an individual who adopts the incremental theory feels afraid of flying, then instead of diverting their attention from the subject, they may begin to wonder about how these emotions came from and where they came from. They will also engage in interpreting contextual events in a more flexible manner. They use adaptive self-regulation of behavior in order to increase their likelihood of success [18, 21].

Because these implicit beliefs have specific implications, it is expected that implicit theories of emotion are linked to relevant outcomes responsible for monitoring, evaluating, and modifying emotional responses, especially their intensity and time, in order to help the individual, achieve his goals [22].

Joshanloo [12] conducted a study that aimed to determine the effect of fear of happiness beliefs on life satisfaction. The study sample consisted of 220 university students at the University of Tehran. The results of the regression analysis indicated that all regression paths from fear of happiness to the coefficients of the items of the life satisfaction scale were negative, and these results indicate that participants who scored higher scores on the fear of happiness scale scored lower scores on the items of the life satisfaction scale.

De Castella et al. [23] conducted a study that aimed to uncover beliefs about emotion and their association with emotional regulation, well-being, and psychological distress. The study sample consisted of (216) undergraduate psychology students. The results of the study found that entity theory was associated with lower levels of self-esteem and life satisfaction, higher levels of stress and depression with decreased well-being and increased psychological distress.

King & Rosa [21] conducted a study that aimed to identify the relationship between implicit theories of emotion and positive and negative indicators of well-being through cognitive reappraisal. The study sample consisted of (355) students from the University of the Philippines. The results of the study found that entity theory was negatively associated with well-being, while

it was positively associated with negative emotions such as anxiety and depression, and entity theory was negatively associated with life satisfaction and positive emotions.

Yildirim [24] conducted a study aimed at identifying the mediating role of psychological resilience, fear of happiness, and both Affect balance, life satisfaction, and Flourishing. The results of the study showed that fear of happiness had a unique effect on satisfaction with life.

Belen, Yildirim & Belen [25] conducted a study to find out Influence of fear of happiness on flourishing: Mediator roles of hope agency and hope pathways. The study sample consisted of 226 university students. findings point out correlation analysis provided initial evidence supporting the link between fear of happiness, hope, and flourishing. The results showed a statistically significant negative correlation between fear of happiness and flourishing.

The study Elmas [26] aimed to identify the relationship of teachers' interpersonal cognitive distortions, life satisfaction, and psychological vulnerability on fear of happiness. The study group consists of 738 teachers who work in the center and districts of Hakkari province in the 2020-2021 academic year and voluntarily participated in the research. As a result of the analysis, it was determined that there was a moderately positive relationship between fear of happiness and interpersonal cognitive distortions, a low negative relationship between life satisfaction, and a low-level positive relationship between psychological vulnerability.

Chakraborty & Pandey [10] conducted a study to find out Correlation between Fear of Happiness and Flourishing in Young Adults. For the purpose of this study 50 young adults aged between 18-23 years were selected through random sampling technique the results of the study indicated higher levels of Flourishing compared to fear of happiness. The results also revealed a statistically significant negative relationship between fear of happiness and Flourishing.

After reviewing the results of previous studies, it was noted that most of them examine the relationship between fear of happiness and positive psychology concepts such as flourishing, well-being, and life satisfaction. As for the studies that examined the relationship between implicit theories of emotion and flourishing, there are only two studies [21, 23], which makes this study the only study that addressed these three variables together.

It is also noted after reviewing previous studies that there is no study within the Arab environment that dealt with these variables, which gives this study the importance of investigating the relationship between these variables in an Eastern Arab environment.

After reviewing the results of previous studies, it was noted that they varied between studying the relationship and direct impact through mediating variables or the direct relationship between academic variables. The Elmas study [26], showed; There is a negative relationship between fear of happiness, flourishing, and life satisfaction.

While we find a study by [12, 25] (Chakraborty & Pandey, 2023;) studied the direct effect of both fear of happiness and flourishing, and these studies showed a negative effect of fear of happiness on flourishing.

It is also noted that the results of previous studies found that the entity theory is negatively related to Flourishing and related variables, as we find the study of [23, 24]; found that the entity theory was related to lower levels of self-esteem. Life satisfaction, higher levels of stress and depression, decreased well-being and increased psychological distress.

The Study Problem and Questions

The transition of students through the educational stages, especially the transition from the secondary stage to the university stage, is a very crucial challenge in their lives, as this transition may represent a psychological and cognitive shock whose impact extends throughout the duration of university study. Financial issues, academic financing, complex and diverse relationships with teachers and peers, constant academic demands, and lack of time for rest are a general burden on students. The way students respond to these pressures and manage their emotions varies depending on their implicit beliefs about their ability to do so. This makes them firmly convinced that happiness is a temporary state followed by distress and discomfort, and thus their fear of happiness deepens.

What makes this belief more firmly established among individuals is the unprecedented acceleration of the pace of life in Arab society and the emergence of unexpected events such as the Corona pandemic, and other political and economic events that have made individuals view life as negative, its events cannot be predicted, and there is no benefit in feeling happy. This made them believe that happiness is a short-term feeling. Therefore, the individual may deliberately avoid happy moments, so that the happy experience does not deepen the state of pain and distress that he is already experiencing. These factors will leave their impact on the Flourishing and well-being of individuals, which contradicts the general goals of societies to create individuals who enjoy psychological health and the highest degrees of psychological well-being.

Therefore, in this study, we sought to identify the main variables that contribute to Flourishing in individuals, through a predictive study that attempts to provide an explanation for the relationship between fear of happiness and implicit theories of emotion, by answering the following questions:

1. What is the level of Flourishing among female students of the College of Education at the University of Hail?
2. Is there a correlation between Flourishing and both fear of happiness and Implicit Theories of Emotion among female students of the College of Education at the University of Hail?"
3. What is the predictive ability of fear of happiness and Implicit Theories of Emotion for Flourishing among female students of the College of Education, University of Hail?

Importance of the Study

1. The novelty of the subject of the study and the reality of Flourishing among members of society. Research on this type of concept is still at an early stage. We did not find any studies published in Arabic examining the level of Flourishing and the factors that contribute to its formation in individuals, which makes this study helpful in understanding and predicting this phenomenon.

2. The results of this study can be used in the possibility of applying and using psychological guidance for the phenomenon of Flourishing, based on a deep understanding of implicit theories of emotion.

Study Limitations

The study was conducted within the following limits:

- A sample of female students from the College of Education at the University of Hail in the second semester 2023/2024.
- The study discussed variables: fear of happiness, implicit theories of emotion and Flourishing. Thus, findings are limited to those variables within the used procedures.
- Psychometric properties represented by the validity and reliability of the scales used to collect data.

Procedural Concepts of the Study

Flourishing: Flourishing is defined by the individual “meaning and purpose, supportive and rewarding relationships, engaged and interested in one’s life, contributing to the well-being of others, competency, self-acceptance, optimism and being respected [8]. Flourishing is defined procedurally as the score a respondent obtains on the Flourishing Scale (FS), which contains (8) items.

Implicit theories of emotion: Implicit theories of emotion are theoretically defined as the beliefs that individuals hold about the nature of their emotions. These beliefs are divided into two perspectives: The first perspective views emotions as things that cannot be controlled, and this perspective is called entity theory. The second perspective considers that individuals can learn to control and regulate their emotions, and this perspective is called incremental theory [19]. Implicit theories of emotion are defined procedurally by the score that the respondent obtains on the implicit theories of emotion scale, which consists of 12 equally distributed items. On two dimensions: entity theory is like incremental theory.

Fear of Happiness: It is the individual’s belief that there are misfortunes or catastrophic events that will befall him and befall him if he indulges in recreational activities or feels happy, which leads him to stay away for fear of the consequences of things [13]. The fear of happiness is defined procedurally as measured by the Fear of Happiness scale, which contains (9) items.

2. METHOD

The study depends on the descriptive analytical approach, which aims to reveal the level of Flourishing among female college students, and the predictive ability of Implicit theories of emotion and the fear of happiness in Flourishing.

Population

The study population consisted of all female students of the College of Education at the University of Hail in Saudi Arabia, who are 2573 female students at the bachelor's degree.

Sample

The study sample was divided into a sample to verify the psychometric properties of the study tools and the basic sample:

1. The psychometric properties verification sample: The psychometric properties verification sample consisted of 30 individuals, to calculate the psychometric properties of all study' scales using various statistical methods.
2. The main study sample: The study sample consisted of (425) female students. The response of 66 female students was excluded due to stereotyping in the response or lack of data. The number of the sample on which the statistical analyzes were conducted was (359) female students, who were selected using the available method.

Instruments

To achieve the objectives of the study, three measures were used: the first is to flourishing scale, implicit theories of emotion scale, and the fear of happiness scale.

Flourishing Scale (FS). First:

The researchers used the Flourishing Scale developed by [2]. Which The consists of eight items describing important aspects of human functioning ranging from positive relationships, to feelings of competence, to having meaning and purpose in life. The scale was called Psychological Wellbeing in an earlier publication, but the name was changed to more accurately reflect the content because the scale includes content that goes beyond psychological well-being narrowly defined. Each item of the FS is answered on a 1–5 scale that ranges from Strong Disagreement to Strong Agreement. All items are phrased in a positive direction.

Validity of Flourishing Scale The

The validity of the scale was calculated as follows:

- The Scale was translated from English to Arabic, and the translation was presented to three English language specialists to ensure its accuracy. A reverse translation of the Scale, from Arabic to English, was also carried out by another English language specialist to ensure that each item maintained its original meaning in the Scale, and minor modifications were made to some items in Arabic. After making the previous modifications, the Scale was presented to five specialists in educational psychology and measurement, and they were asked to express their opinion on the extent to which each item belongs to the dimension that it measures. The specialists unanimously agreed that the items belong to the dimensions that they measure.
- Construct validity (internal consistency): The Scale was applied to a survey sample of 30 female students, after which the correlation coefficients of the corrected list items with the sub-score were calculated, and the table (1) shows these correlations.

Table (1): The correlation coefficients of each item with the with Flourishing Scale.

Item	The item's correlation coefficient with the scale.
I lead a purposeful and meaningful life	0.76**
My social relationships are supportive and rewarding	0.70**
I am engaged and interested in my daily activities	0.67**
I actively contribute to the happiness and well-being of others	0.77**
I am competent and capable in the activities that are important to me	0.74**
I am a good person and live a good life	0.81**
I am optimistic about my future	0.78**
People respect me	0.73**

Table (1) shows that the values of the correlation coefficients were (0.67-0.81), and the items that were characterized by a positive correlation exceeding (0.20) were retained, so that all items of the scale were retained.

Reliability: Alpha reliability coefficient was calculated; The total score of the scale was (0.88).

Second: implicit theories of emotion scale.

The researchers used implicit theories of emotion Scale developed by [27]. The scale consists of (24) items, each containing one sentence, and the scale is of a five-point Likert type.

The validity of the scale

The validity of the scale was calculated as follows:

- The Scale was translated from English to Arabic, and the translation was presented to three English language specialists to ensure its accuracy. A reverse translation of the Scale, from Arabic to English, was also carried out by another English language specialist to ensure that each item maintained its original meaning in the Scale, and minor modifications were made to some items in Arabic. After making the previous modifications, the Scale was presented to five specialists in educational psychology and measurement, and they were asked to express their opinion on the extent to which each item belongs to the dimension that it measures. The specialists unanimously agreed that the items belong to the dimensions that they measure.
- Construct validity (internal consistency): The Scale was applied to a survey sample of 30 female students, after which the correlation coefficients of the corrected list items with the sub-score were calculated, and the table (1) shows these correlations.

Table (2): The correlation coefficients of each item with the dimension to which it belongs.

dimension	Items number	Correlation coefficient	dimension	Items number	Correlation coefficient
Entity theory	1	0.80**	Incremental theory	13	0.75**
	2	0.83**		14	0.58**
	3	0.84**		15	0.75**
	4	0.81**		16	0.76**
	5	0.83**		17	0.79**
	6	0.82**		18	0.82**
	7	0.90**		19	0.88**

8	0.81**	20	0.86**
9	0.67**	21	0.69**
10	0.76**	22	0.86**
11	0.80**	23	0.72**
12	0.76**	24	0.76**

Table (2) shows that the values of the correlation coefficients of the items that measure the Entity factor with its dimension (0.67-0.90). Values of the correlation coefficients of the Incremental factor items with their dimension (0.58-0.88).

All the items that were characterized by a positive correlation exceeding (0.20) were retained, so that all items of the scale were retained.

Reliability: coefficient alpha reliability was calculated for the sub-dimensions: Entity and Incremental, and their reliability coefficients were 0.95, and 0.94, respectively.

Third: Fear of happiness scale

The researchers used the Fear of Happiness Scale developed by [1]. The scale consists of (9) items, each containing one sentence, and the scale is of a five-point Likert type.

The validity of the scale

The validity of the scale was calculated as follows:

- The scale was translated from English to Arabic, and the translation was presented to three English language specialists to ensure its accuracy. A reverse translation of the scale, from Arabic to English, was also carried out by another English language specialist to ensure that each item maintained its original meaning in the scale, and minor modifications were made to some items in Arabic. After making the previous modifications, the scale was also presented in its new form to five specialists in the field of educational psychology, measurement and evaluation, and they were asked to evaluate each item in terms of its validity and compatibility with the purpose of the scale. The evaluators agreed on the appropriateness of the items and their connection to the goal they were prepared to measure.

- Construct validity (internal consistency): The scale was applied to a survey sample of 30 female students, after which the correlation coefficients of the corrected list items with the sub-score were calculated, and the table (3) shows these correlations.

Table (3): Correlation coefficient of the item with the Fear of happiness scale.

Item	The item's correlation coefficient with the scale.
I am frightened to let myself become too happy	0.48**
I find it difficult to trust positive feelings	0.72**
Good feelings never last	0.73**
feel I don't deserve to be happy	0.77**
Feeling good makes me uncomfortable	0.81**
I don't let myself get too excited about positive things or achievements	0.73**
When you are happy you can never be sure that something is not going to hit you out of the blue	0.71**
I worry that if I feel good something bad could happen	0.69**

If you feel good you let your guard down

0.48**

Table (3) shows that the values of the correlation coefficients were (0.48-0.81), and the items that were characterized by a positive correlation exceeding (0.20) were retained, so that all items of the scale were retained.

Reliability: Alpha reliability coefficient was calculated; The total score of the scale was (0.85).

3. RESULTS

First: Results related to the answer to the first question: “What is the level of Flourishing among female students of the College of Education at the University of Hail”?

To answer this question; Means and standard deviations were calculated for the level of Flourishing among female students of the College of Education at the University of Hail, and the table (4) shows this.

Table (4): Means and standard deviations for the level of Flourishing

Item	M	SD	rank	Flourishing
I lead a purposeful and meaningful life	3.92	1.07	5	high
My social relationships are supportive and rewarding	3.67	1.10	6	medium
I am engaged and interested in my daily activities	3.64	1.12	8	medium
I actively contribute to the happiness and well-being of others	3.66	1.12	7	medium
I am competent and capable in the activities that are important to me	4.08	1.03	3	high
I am a good person and live a good life	4.07	1.00	4	high
I am optimistic about my future	4.25	1.04	1	high
People respect me	4.12	1.00	2	high
Overall	3.93	0.82		high

The previous table shows that the average level of total Flourishing among female students of the College of Education at Hail University was (3.93) with a standard deviation of (0.82). This indicates that the level of Flourishing was high .Moreover, the table shows that item 7 came in the first rank with a mean of (4.25) and standard deviation of (1.04), followed by the item 8 with a mean of (4.12) and standard deviation of (1.00). Meanwhile, the item 3 came in the last rank with a means of (3.64), and standard deviation of (1.12).

Second: Results related to the second question, which is: “Is there a correlation between Flourishing and both fear of happiness and Implicit Theories of Emotion among female students of the College of Education at the University of Hail?”

To answer this question, the Pearson correlation coefficient was extracted between the study variables, and the table (5) shows this.

Table (5): Correlation matrix between study variables.

Variable	1	2	3	4
Flourishing	1			
Fear of happiness	0.076	1		
Entity theory	0.703**	0.152**	1	
Incremental theory	0.233**	0.538**	0.213**	1

**p <0.01 *p <0.05

Table (5) shows that there is a statistically significant correlation between Flourishing and Entity Theory and incremental theory at the significance level (0.05). It also appears from the previous table that there is no statistically significant relationship between Flourishing and fear of happiness.

Third: Results related to the answer to the third question: “What is the predictive ability of fear of happiness and Implicit Theories of Emotion for Flourishing among female students of the College of Education, University of Hail?

Multiple regression analysis was used using the Stepwise method to determine the predictive ability of implicit theories of emotion and fear of happiness in the dependent variable (Flourishing), as shown in Table (6).

Table (6): Analysis of the results of a stepwise multiple regression of the effect of implicit theories of emotion and fear of happiness on Flourishing.

Model	Standardized Coefficients	t	Sig.	R	R Square	B	F	Sig.	Std. Error
	Beta								
(Constant)	---	9.106	0.000			1.267	383.683	.0000	.5890
Entity	.7030	19.588	0.000	.7030	.4940	0.712			
(Constant)	---	6.836	0.000			1.083	196.963	.0000	.5850
Entity	.6840	18.744	0.000	.7080	.5010	0.693			
Incremental	0.087	2.383	0.018			0.084			
(Constant)	---	7.086	0.000	.7140	.5090	1.120	135.194	.0000	.5820
Entity	.6880	18.966	0.000			0.698			
Incremental	0.143	3.359	0.001			0.138			
fear of happiness	-0.106	-2.513	0.012			-0.093			

Table (6) shows that the variables involved in predicting Flourishing among female students of the College of Education at the University of Hail are: entity theory, incremental theory, and fear of happiness, which together explained (50.9%) of the variance in Flourishing, and entity theory was the variable with the highest correlation. Therefore, it was entered in the first stage of the analysis, and the incremental theory was entered in the second stage, which explained (50.1%) of the variance. In the third stage, the variable fear of happiness was included in addition to the two previous variables, which together explained (50.9%) of the variance. The (F) value was statistically significant at the level of statistical significance ($\alpha = 0.05$) in all three stages, which indicates that the variance explained in the dependent variable (Flourishing) was statistically significant. From these results, the following multiple regression equation is derived:

$$Y = 1.120 + (0.698) \text{ Entity} + (0.138) \text{ Incremental} + (-0.093) \text{ fear of happiness.}$$

4. DISCUSSION

The overall score for the level of Flourishing was (3.93) and it was high. Although the study was conducted in a community of students who suffer from the pressures of study and the tension and exhaustion that accompany it, the students realize that the challenges of real life, such as searching for work and starting a family, have not yet come, which makes them agree. Their degree of Flourishing increased. This result can also be interpreted in light of the fact that the female students on whom the study was conducted belong to the field of humanities specializations, and in their studies, they deal with issues directly related to their lived reality and directly related to life situations, which satisfies their curiosity needs, understanding the events going on around them, and makes them more capable. To interpret the surrounding situations and phenomena, and make them feel the importance of their academic specializations and their noticeable impact on society, which makes them feel satisfied, happy, and prosperous. This result can also be explained by the nature of the social roles of females in Arab societies, where they receive special care from their families. In that they are not assigned any financial burdens for study, but rather they are usually freed up for study only, which generally leads them to focus on research and learning in order to meet psychological needs, and to strive towards self-realization without any restrictions or obstacles, which is reflected in their Flourishing. While males in Arab societies do not obtain this advantage.

Regarding the result of the second question, which examined the correlation between fear of happiness and implicit theories of emotion and Flourishing, the results showed the presence of statistical significance at the significance level (0.05) between the two dimensions of implicit theories of emotion (entity and incremental) and Flourishing. While the correlation between fear of happiness and Flourishing was not statistically significant. The result of the association between flourishing and the incremental theory can be interpreted in light of the nature of flourishing itself, which in essence is a positive outlook towards oneself and others, exchanging support with others, perience fewer restrictions on daily activities (and contribute actively to their communities, psychological well-being, and combining good performance and good feeling [7, 11], which makes them a belief. Individuals having the ability to control their emotions provides them with the vision that helps them understand and control emotional states, and therefore events that may carry negative feelings should not be avoided in and of themselves, but should be approached as they can be learned from, and therefore they do not constitute a source of anxiety or fear and therefore Maintaining a state of happiness and Flourishing [20, 21]. While the result of a positive relationship between Flourishing and entity theory can be unexpectedly explained by the characteristics of individuals who adopt this belief, as they tend towards avoiding regulation of negative influences and use avoidant experiences as self-protection strategies, which keeps them in the comfort and safety zone, and gives them a sense of Flourishing, whether it is real or imagined, and the fundamental reason for this is that they view the unpleasant influences they encounter on a daily basis as negative, dangerous, and threatening, and thus they tend to avoid negative influences and experiential contact, whether by distracting themselves from the unpleasant feelings or by suppressing the feelings. These individuals often do by avoiding similar events and situations. The results of the current study differ with the study of [23, 24, 28].

There is no statistically significant correlation between Flourishing and fear of happiness. It can be explained according to the ecological model. Which considers that culture is linked to the details of social life. The fear of happiness is linked to underlying culturally oriented factors, especially in conservative societies. However, beliefs about fear of happiness contradict the instructions of the Islamic religion, and this indicates that this phenomenon has retreated into the awareness of individuals and their awareness of the fact that fear of happiness is nothing but a superstitious belief that brings nothing but unhappiness and distress. It is necessary to point out that many studies attribute the cause to the religious beliefs of individuals, but the interpretation within the religious context is somewhat ambiguous and open to different interpretations. We find that many of the interpretations within the research are based on the whims of the researcher and a misinterpretation of religious beliefs, because they are not specialists in science. Religious matters, especially if we know that interpreting religious texts in Arab societies must refer to books and specialists to understand their meanings. This result differs with the study of [25, 26].

Regarding the result of the third question, the study highlighted that implicit theories of emotion and fear of happiness together explain (50.9%) of the variance in Flourishing. None of the previous studies addressed the ability of these variables combined to explain Flourishing, which gives the results of this study great importance in Explaining the formation of Flourishing among individuals, and the connection of this belief to personal factors as well as aspects of socio-cultural factors. whereas It views Flourishing as a social-psychological concept influenced by social and psychological factors [10]. The present result contradicts the study of [21, 23].

5. CONCLUSION

In conclusion, this study sheds light on the predictive role of implicit theories of emotion and fear of happiness on the flourishing levels among female students at the College of Education, University of Hail. The findings indicate a high level of flourishing among the participants. Moreover, the study reveals a statistically significant correlation between entity theory and incremental theory within implicit theories of emotion. However, contrary to expectations, the analysis did not show a statistically significant relationship between fear of happiness and flourishing. Nevertheless, when considered together, implicit theories of emotion and fear of happiness accounted for a substantial portion (50.9%) of the variance in flourishing levels. These results emphasize the importance of understanding individuals' implicit beliefs about emotions and their relationship with flourishing, particularly in educational settings. Further research could explore additional factors contributing to flourishing and investigate interventions aimed at promoting positive emotional experiences and overall well-being among students. In light of the study results, the researchers recommend the following:

- Plan to conduct further research using different samples and variables related to Flourishing.
- Researching direct and indirect causal relationships between Flourishing and other variables.

- Conduct activities to educate families and teachers about the importance of implicit theories while achieving Flourishing and positive emotions.

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