Alnaciriya: Journal of sociological and Historical Studies
Vol: 17. **Issue** : 01. June 15, 2026
EISSN: 2600-6189/ ISSN: 2170-1822

The Relationship between probing thinking and emotional regulation among university students

Bouzad Naima
University Center Cherif Bouchoucha Aflou (Algeria),
n.bouzad@cu-aflou.edu.dz

Received: 28/02/2026 Accepted: 17/05/2026 Published: 15/06/2026

Abstract:

Emotion regulation is a core psychological skill that allows individuals to monitor, evaluate and alter their emotions, which is advantageous to psychological stability, academic adjustment and social adaptation . Despite the extensive research on the relationship between emotion regulation and mental health and academic achievement , there is comparatively little research on the relationship between emotion regulation and higher-order intellectual abilities such as probing thinking. This study aims to fill this gap by studying the relationship between probing thinking and emotional regulation among university students. To achieve the objectives of the study, the descriptive design was used, and the Probe Thinking Scale (Al-Kinani & Al-Shammari, 2018), and the Emotion Regulation Scale, (John & Gross, 2003; translated into Arabic by Al-Barahmeh, 2017) after psychometric validation were applied. The data were collected from a sample of 146 students at Blida University (1) and (2). The results showed a significant positive relation between probe thinking and emotional regulation, with high values for both constructs and no differences between academic specializations. This points to the necessity of integrating cognitive and emotional abilities in educational and psychological interventions.

Keywords: probing thinking, emotional regulation, university students

Introduction:

Thinking is One of the most important mental skills, which is essential for society, scientists and professionals alike. It is a cognitive system that uses symbols to convey internal mental processes and society is reliant on it (Ibrahim, 2010). It is a skill that university students need to develop as it allows them to interact with their communities and suggest new solutions that will be useful for society. This is especially so in view of the enormous and

rapid advances in technology which demand excellent and efficient cognitive skills.

According to Al-Ayasrah (2011), probing thinking is a mental process that can enable people to retrieve information efficiently when needed after the process of refining, understanding, recording, internalizing and integrating it into their cognitive structures. In this sense, deep thinking or probing thinking is an important cognitive ability for modern university students. In its essence, probing thinking is cognitive and uses deep information processing, so it gives students capabilities corresponding to high intellectual engagement. It was found that university students have high levels of probe thinking (Latif & Sahla, 2017; Al-Kinani & Al-Shammari, 2018). This finding was supported by Montazer and Malik (2023). Meanwhile, Bouzad (2021) found a significant relationship between habits of mind and probing thinking, indicating that probing thinking encourages the development of more comprehensive cognitive abilities.

probing thinking develops the ability of people to differentiate themselves from others (Latif Maki, Sahla Qalandar, 2017). They found a correlation between university students' self-concept and critical thinking. Rogers views the self as a stable and ordered entity that seeks coherence in spite of its fluidity (Maki & Qalandar, 2017). Thus, students need to learn to think critically to achieve psychological balance, to legitimize their identities and to increase their self-esteem. In addition to cognitive strategies for creativity and problem-solving, students require psychological qualities, such as emotional regulation, which refers to how people manage their emotions using techniques like cognitive restructuring (Marah & El-Mahi, 2024). Regulation of emotions in the Algerian context provides support for psychological balance by helping students cope with positive and negative emotions in response to contextual demands. Empirical research has demonstrated its significance: Yaqub (2011) found a negative correlation between exam anxiety and emotional regulation. Subramanian (2007) found a negative correlation between exam anxiety and depression levels. Marah et al. (2022) found a link between emotional regulation and psychological well-being. All these findings suggest the importance of emotional regulation in maintaining psychological stability and academic success.

Given the above, we conclude that the thought probing is a mental exercise that helps develop the experience and cognitive framework of people. This is a type of thinking in which people can generate, analyze, and evaluate ideas. Similarly, the ability to regulate emotions is a result of cognitive skills that allow an individual to control their feelings in response to different circumstances.

Most previous approaches to the concept of emotional regulation have tried to limit this capacity to the fields of mental health or academic adjustment. However, its components taken apart show that it comprises features of control and monitoring, which underline critical thinking.

This point of view raises the question of the relationship between emotional control and critical thinking, especially in the Algerian context and among college students. Probing thinking is the ability to gather experiences, to save them and to use them when needed, that is to evaluate situations and interact with them in a balanced manner.

Algerian students are considered as a pioneering initiative in the global development of competencies as they are involved in ongoing interactions that transcend the local situations and address the issues of technological progress. These encounters expose students to a variety of content and sources, so it is important to assess their probing thinking skills as well as their ability to fully digest and analyze such events. Furthermore, it is important to see how well they have learned emotional regulation and control to ensure successful adaptation and innovative contribution to the local and global societies.

It is important to focus on the examination of the relationship between probing thinking and emotional regulation, as these higher-order psychological skills are crucial for improving academic accomplishment and social adjustment of university students.

Therefore, the following research questions form the basis of this study:

Is there a relationship between probe thinking and emotional regulation among university students?

Sub-questions

1. What is the level of probing thinking among university students?

2. What is the level of emotional regulation among university students?
3. Are there differences in probing thinking according to specialization (scientific/literary) among university students?
4. Are there differences in emotional regulation according to specialization (scientific/literary) among university students?

General Hypothesis

There is a relationship between probing thinking and emotional regulation among university students.

Sub-Hypotheses

1. We expect a high level of probing thinking among university students.
2. We expect a high level of emotional regulation among university students.
3. There are differences in probing thinking according to specialization (scientific/literary) among university students.
4. There are differences in emotional regulation according to specialization (scientific/literary) among university students.

Significance of the Study:

Probing thinking is one of the latest concepts discussed; it has not received much attention in the Algerian context. This is a desirable type of thinking as it relates to deep processing of information and how students perceive and deal with information in academic, social and even family environments. The importance of our current research is that it is concerned with current topics that include the cognitive and emotional dimensions and their interaction. This directly influences their psychological and cognitive development and is manifested in their actions and inventiveness by showing the power of their cognitive structures and their ability to analyze, develop, and innovate. We also talk about the emotional component, the ability to control emotions in different situations, to channel them so as to preserve psychological balance and well-being. From a scientific point of view, looking at these two ideas sheds light on probing thought as a kind of deep thinking that is relatively unknown but important in Algeria. The

link between probing thought and emotional regulation also reflects the role of cognitive and emotional components of conduct.
In order to improve academic performance and to help university students to develop resilient and creative personalities, training and mentoring programs can be created that practically foster this kind of thinking as well as emotional management..

Research Objectives:

In the case of Algeria, university students are facing fast digital and technological changes that require the development of advanced cognitive skills, particularly probe thinking, with effective emotional regulation. The present study aims to explore the level of emotional regulation among university students and to investigate its relationship with probe thinking, which is understood as a higher-order cognitive capacity that reflects the deep processing, organization and retrieval of experiences. Furthermore, the research aims to detect possible differences in these skills depending on the academic specialization, thus contributing to a better understanding of the role of probe thinking and emotional regulation in promoting adaptation and creativity within this active sector of society

I-Definition of Concepts:

Concepts are the fundamental blocks of any study, providing clarity and coherence. Their definition is precise, unambiguous and places the research in a clear theoretical context. The concepts of probing thinking and emotional regulation as they are presented in the present study are as follows:

I.1-Probing thinking:

1. Probe thinking “Probing” is defined as a deep and thorough inquiry motivated by curiosity and the desire to uncover the unspoken. It is a basis for knowledge and wisdom, and can be well directed by questioning. (Selvalakshmi, 2012).

This construct is one of the thinking styles that are part of the cognitive approach that emphasizes cognitive structures and representations (Sternberg, 1994). Proponents of this view argue that cognitive structures are primarily developed through the learner’s active interaction with the challenges of his environment rather than through passive acquisition by direct instruction. This developmental process depends on the cognitive development stage of the learner, as this influences the degree and quality of the learner's interaction with these challenges (Basma & Fatima, 2015).

The Relationship between probing thinking and emotional regulation among university students

Probe thinking is a mental process whereby the individual can process information sophisticatedly, understand it, record it, internalize it, acquire it, integrate it into their cognitive structures, and retrieve it easily when needed (Al-Ayasrah ,2011). In the words of Al-Ayasrah (2011)

In the present study, we conceptualize probing thinking as the deep cognitive processing of information reflecting the individual's mental structure . This structure is characterized by ongoing development as a function of environmental inputs, which allows the individual to interact with external stimuli flexibly, quickly, and in a contextually appropriate fashion. It is also characterized by creativity and growth, and it emphasizes the role of probing thinking in improving adaptive and innovative cognitive performance.

I.2.Emotional Regulation

-Eisenberg and Morris (2002) define emotional regulation as the process of experiencing and modifying different levels and intensities of internal emotional states, and the corresponding physiological, behavioral and motivational processes.

- Gross and Thompson (2007) define emotional regulation as processes that influence the type, intensity and duration of emotion experienced by the individual in a goal directed manner. Emotional regulation offers flexibility in the emotional responses, temporary harmony of the individual as well as alignment with the person's long-term goals in any given situation (Al-Khasawneh, 2020).

This is called emotional regulation , which means the capacity to control what kind of emotion to express depending on a situation in a way that is conducive to psychological balance . It is the ability to move from one emotion to another, to be at peace consciously with positive and negative emotions. Thus it is a cognitive ability to regulate both kinds of emotions consciously.

II. Method and tools :

Psychological research aims to use rigorous scientific methods and precise strategies to control the procedures used, in order to guarantee the achievement of results with greater validity and reliability. These efforts can be summarized as follows:

II.1. Research Methodology: The descriptive-analytical method was used in this study, which is particularly appropriate to study the relationship between probing thinking and emotional regulation.

This methodological technique allows the identification of the levels of the variables under investigation and the investigation of differences between them among academic specializations.

II.2. Research design:

As is commonly recognized in field research, the study requires the collection of data through which we seek to obtain answers to the proposed hypotheses. To achieve this, it was necessary to adhere to systematic scientific procedures. Data collection extended from February to June 2025 and encompassed both Blida 1 University (Saad Dahlab) and Blida 2 University (Lounici Ali). The choice of these institutions was motivated by the concentration of scientific disciplines at Blida 1 University, as well as the spatial characteristics of each university. Consequently, the application process required additional time to ensure methodological rigor and comprehensive coverage**.**

II.2.3. Participants : The present study employed a stratified random sampling technique, whereby two scientific and two literary disciplines were randomly selected from the available fields at Blida 1 University and Blida 2 University. The final sample consisted of 146 students, representing the valid responses out of an initial 170 collected. Stratification was applied to ensure that the sample accurately reflected the research population of both Blida 1 and Blida 2 Universities.

Table (1): Research Sample According to Specialization and gender

Specialization	Field of Study	Females	Males	Total	Overall Total
Scientific	Biology	18	13	31	79
	Economics & Management	27	21	48	
Literary	English Literature	15	12	27	67
	Law	21	19	40	
Total		81	65		146

II.3- tools:

In this study, two standardized scales were used to measure the variables of interest, probing thinking and emotional control. The tools were selected based on the current empirical research done in the local setting that examined the psychometric properties of these

tools and found acceptable levels of reliability and validity. The similarities between the features of the samples in those earlier studies and the sample used in this study provide further support for this methodological decision.

II.3.1-Probe Thinking Scale – The scale was developed by Aazem N. Al Shammari, Ihsan A. A. Al Kanani (2018). The final version is composed of 46 items chosen from an initial pool of 50 items, with three response options ("applies to me," "sometimes applies to me," "does not apply to me"). Responses are scored on a 2-1-0 system giving a hypothetical mean of 46.

a-Psychometric properties in the original study:

1. **Validity:**

Full agreement was reached by expert review on forty eight items and partial agreement on two. The instrument was administered to 400 students at the University of Basra after face validity The discriminant validity was assessed by comparing the top and bottom 27% of the sample (n = 108) with independent samples t-tests. Significant differences were found for all items except items 7 and 13 (t-values ranged from 2.40 to 10.97, $p<0.05$). We therefore excluded these two items from the final version of the scale.

2- Reliability Using Cronbach's alpha, the researchers obtained a reliability coefficient of 0.91 on a subsample of 100 students from the bigger sample of 400. This indicated that the scale has high internal consistency (Nabil & Ihsan, 2018).

B. Validity and Reliability in the Local Context

The present study is based on research undertaken in 2022, on probing thinking and its relationship with habits of mind among university students. The present study was conducted on a sample of (60) students of the Faculty of Social Sciences at Khemis Miliana University. This sample is considered as recent and it is a group of students with similar academic, environmental and social conditions. The study resulted in the following results:

Validity:

The discriminant validity of the Probe Thinking Scale was tested by T-test of extreme group comparison (upper 27%/lower 27%). The groups had 17 students each. The analysis revealed a T-value of (4.71) which was statistically significant at the level of (0.01). These results provide evidence for the discriminant validity of the scale.

Reliability; Cronbach's alpha was used in the present study to measure the internal consistency of the scale. The coefficient obtained of 0.67 reflects an acceptable reliability confirming the adequacy of the instrument for research purposes. (Naima, 2021).

II.3.2.Emotional Regulation Scale :

The Emotion Regulation Scale of John & Gross, (2003); translated by Nasreen Al-Barahmeh, (2017) consists of two strategies: cognitive reappraisal and expressive suppression. The instrument includes ten items, six measuring cognitive reappraisal and four measuring expressive suppression. Responses are measured on a 7 point Likert scale ranging from “strongly disagree” (1) to “strongly agree” (7). Total scores range from 10 to 70. The levels of emotional regulation are low (10–30), moderate (30–50) and high (50–70).

a-Psychometric Properties of the Scale in the Local Context:.

Validity:

To confirm the psychometric properties of the Emotional Regulation Scale in the local context, the scale was applied to a sample of 65 male and female students from Blida University 2 and the following results were obtained.

- Validity: The discriminant validity of Emotional Regulation Scale was tested using t-test for extreme group comparison. The upper group (27%) and the lower group (27%) were selected, and each group consisted of 18 students. The results of table (5) show that the calculated t-value is 5.02, which is statistically significant at 0.01 level. The results provide strong support for discriminant validity of the scale.

Table (2): Discriminant Validity of the Emotional Regulation Scale

Group	Sample Size	T-test Value	Significance
Upper Group	18	5.02	0.01
Lower Group	18		

Reliability: The reliability of the scale was assessed using Cronbach’s alpha coefficient, which yielded a value of 0.71. This coefficient is considered acceptable, indicating satisfactory internal consistency and confirming the applicability of the scale within the local research context.

II.3.3. Statistical Methods Used in the Study: In light of the research objectives, the following statistical methods were employed:

-Measures of central tendency

-Pearson correlation test to study relationships

-Independent samples T-test to examine differences between two groups

II.4- Results: Following the administration of the study instruments, statistical analyses were conducted in accordance with the research hypotheses, and the results were as follows.

II.4.1.General Hypothesis: There is a relationship between probing thinking and emotional regulation among university students.

To verify the validity of this hypothesis, we used Pearson's correlation test and obtained the following results:

Table (3): Pearson Result for the Relationship between Probe Thinking and Emotional Regulation

Variables	Sample	Pearson C	Significance
Probing Thinking	146	0.47	0.01
Emotional Regulation			

From the table above, it is evident that there is a statistically significant relationship with a value of 0.47, which is significant at the 0.01 level. This means that as probing thinking increases, the ability for emotional regulation also increases.

II.4.2.First Sub-Hypothesis: We expect a high level of probing thinking among university students.

To verify the validity of this hypothesis, we applied the T-test to examine the differences between the hypothetical mean and the sample mean, and obtained the following results:

Table (4): T-test Result for Measuring the Level of Probe Thinking among University Students

Variable	**Sample**	**Sample Mean**	**Hypothetical Mean**	**Mean Difference**	**T-test Value**	**Significance**
Probing thinking	146	49.64	46	3.64	21.57	0.01

From the table above, it is clear that the mean of probing thinking among university students was 49.64, which is higher than the hypothetical mean of 46. The T value was 21.57, statistically

significant at the 0.01 level. This indicates that university students possess a good level of probing thinking.

II.4.3.Second Sub-Hypothesis: We expect a high level of emotional regulation among university students.

To verify the validity of this hypothesis, we calculated the mean of emotional regulation in the sample and compared it with the scale's reference ranges. The results are shown in the following table:

Table (5): Mean of Emotional Regulation among University Students

Variable	Sample	Sample Mean	Scale Range	Level
Emotional Regulation	146	51.76	10–30	Low
			30–50	Moderate
			50–70	High

From the table above, it is clear that the mean of emotional regulation was (51.76), which falls within the range of (50–70), indicating a high level of emotional regulation among university students.

II.4.4.Third Sub-Hypothesis: There are differences in probing thinking according to specialization (scientific vs. literary) among university students.

To verify this hypothesis, we used the independent samples T-test and obtained the following results:

Table (6): Arithmetic Mean and Standard Deviation According to Specialization

Variable	Specialization	Sample	Mean	Standard Deviation
Probe Thinking	Scientific	79	45.16	3.45
	Literary	67	44.98	3.05

Table (7): T-test Value for Differences in Probing Thinking According to Specialization (Scientific/Literary)

Variable	Specialization	Sample	T-test Value	Significance
Probe Thinking	Scientific	79	0.017	Not Significant
	Literary	67		

From the table above, the T value was (0.17), which is not statistically significant.

II.4.5.Fourth Sub-Hypothesis: There are differences in emotional regulation among university students according to specialization.

To verify this hypothesis, we used the independent samples T-test and obtained the following results:

Table (8): Arithmetic Mean and Standard Deviation According to Specialization

Variable	Specialization	Sample	Mean	Standard Deviation	Significance
Emotional Regulation	Scientific	79	50.78	3.68	Not Significant
	Literary	67	49.90	3.17	

Table (8): T-test Value for Differences in Emotional Regulation According to Specialization (Scientific/Literary)

Variable	Specialization	Sample	D of Freedom	T-test	Significance
Emotional Regulation	Scientific	79	144	0.91	Not Significant
	Literary	67			

From the table above, the T value was (0.91), which is not statistically significant. This means that there are no differences in emotional regulation among university students according to specialization.

II.5- Discussion :

The results show that there is a statistically significant relationship between probing thinking and emotional regulation among university students at the 0.01 level with a correlation coefficient of (0.47). That is to say, the higher the level of probing thinking , the strong ability to control and manage emotions . Higher-order cognitive processes include attention, perception, organization, recall of experiences, and integration with the self, which are all part of probing thinking and help in strengthening self-concept and enhancing the capacity to regulate emotional responses (Qatami, 2017; Maki & Qalandar, 2017). According to Al-Khasawneh (2020), emotional regulation is a complex process that involves different coping strategies. The regulation process is influenced by tasks done consciously or unconsciously, which affect the emotional responses positively or negatively. In particular, these coping strategies are reappraisal (reframing emotional situations) and problem-solving, both of which are effective in the adaptive use of decision-making processes (Patel et al., 2025). Other studies also supported the relationship between thinking and emotional

regulation as Aslim (2017) reinforcing the hypothesis of a close relationship between cognitive and emotional dimensions. Thus, through their academic and social experiences, university students acquire cognitive structures and advanced strategies that enable them to control emotions and reach psychological and cognitive balance. However, to our knowledge, no previous study has directly connected the two concepts of probe thinking and emotional regulation.

The results of the first sub-hypothesis indicated that the mean score of probing thinking among university students was (49.64), which is higher than the hypothetical mean (46), with a t-value of (21.57) significant at the 0.01 level. This indicates that the students are capable of a high level of probing thought. The interaction with different educational tools and conditions, mixing face-to-face learning with technological interaction, can justify these, stimulating new and renewed cognitive strategies and making them more active and capable of searching for facts and solutions. This is in line with the work of Al-Shammari & Al-Quraishi (2023), Bouzad (2021) and Maki & Qalandar (2017) that students are constantly developing cognitive strategies through the process of organization and adaptation. Organization makes smaller structures into a coherent whole, and adaptation allows cognitive structures to be modified to achieve harmony between thought and objects. Thus, university students show a high level of probing thought.

As for the second sub-hypothesis, the results indicated that the mean score of emotional regulation among university students was (51.76), which is in the high range (50-70), indicating strong emotional regulation. This is explained by their interaction both in the academic and family settings, which contribute to psychological balance through the emotional climate, and to higher order cognitive skills like attention, perception and planning through the academic climate. This result is different from that of Aslim (2017) and Al-Khasawneh (2020), but in line with the finding of Ayash (2016) and Al-Barahmeh (2017). Thus the second sub-hypothesis was confirmed.

Results of the third sub-hypothesis showed that there are no statistically significant differences in probing thinking among students according to specialization (scientific/literary) with a t-value of (0.17) not significant. This may be attributed to the

similarity of conditions and experiences of students, as each specialization necessitates advanced cognitive strategies to resolve academic problems. This result is different from the result of Al-Shammari & Al-Kinani (2016). This difference may be due to the changes in students' characteristics as a result of technological advancement and academic changes. Hence, the third sub-hypothesis was not verifyed.

Finally, the results of the fourth sub-hypothesis showed that there are no statistically significant differences in emotional regulation among students at the level of specialization with (t = 0.91) non-significant. Despite the differences in the nature of each specialization, no differences were found in emotional regulation. This may be because emotional regulation is more connected to affective experiences, awareness of emotions and ability to organize and evaluate them. Thus, specialization may not be as influential as the shared social and academic experiences of students. The fourth sub-hypothesis was therefore not supported .

Conclusion:

Considering the global changes marked by the acceleration of technology and the growing interconnection of societies, university students need to develop some abilities that allow them to adapt to these fast changes. These transformations result in changes not only in ideas but also in emotional experiences. Algerian university students, in particular, encounter a number of challenges, the most important of which is the use of their academic formation and continuous interaction to develop their thinking skills, especially probing thinking, which is based on information processing and the deep analysis of phenomena.

Similarly, it is important for emotional regulation to provide students with sophisticated cognitive strategies that allow them to successfully detect, organize, and manage their feelings. In this study, a significant relationship was found between probing thinking and emotional regulation. That is, deep and dynamic thinking (based on analysis, interpretation and inquiry, and considered one of the highest forms of cognition) helps to develop effective strategies to control emotions in different situations.

The results of the study show that the relationship between probing thinking and emotion regulation reflects the cognitive-emotional interaction of the individual. This is consistent with the

research of Colombo (2026) who showed through linguistic analysis that cognitive-emotional processing styles are more associated with analytical thinking and cognitive operations. Such connection enables goal-directed thinking and contributes to the enhancement of psychological well-being (Colombo et al, 2026).

The findings also revealed that university students have high levels of probing thinking and emotional regulation and there are no significant differences with regard to specialization.

The results of this study lead to a number of future recommendations in order to emphasize concepts that are worth further investigation. Of these, the extent to which probing thinking affects emotional regulation is especially relevant. Related constructs such as probing questions and their role in revealing the cognitive and emotional characteristics of university students may also be attended. Moreover, it is suggested to investigate emotional regulation in relation to executive functions, particularly planning and cognitive flexibility, due to their crucial role in facilitating academic and psychological adjustment.

Limitation :

Most investigations face a set of problems and limitations and our current study has faced some issues that should be mentioned. The results cannot be generalized to other Algerian university students because the sample was limited to the students of Blida University (1) and (2). Moreover, there is still a need for in-depth psychometric research in many contexts to confirm the validity and reliability of these instruments that measure the emotional domain and its control with deep (critical) thinking. Moreover, the study design does not test for impact or causality, but rather examines the association between variables.

References

Al-Ayasrah, R. W. (2011). *Probing thinking and cognitive thinking*. Amman, Jordan: Osama Publishing and Distribution.

Al-Shammari, M. W. M., & Al-Quraishi, M. F. A. (2023). Probing thinking among university students. *Journal of the College of Education, 52*(1), 341–354.

Bouzad, N. (2021). Probing thinking and its relationship with habits of mind among university students. *Journal of Psychological Studies, 12*(1), 279–301.

Colombo, B., Cohen, J., Currier, R., & Caravita, S. C. (2026). Using an app to promote emotional regulation and well-being in young adults: A pilot study. *Journal of Behavioral and Cognitive Therapy, 36*, 100573. https://doi.org/10.1016/j.jbct.2026.100573

Ibrahim, S. A. Y. (2010). *Cognitive neuropsychology: A neuropsychological perspective on cognitive mental processes*. Cairo: Etrak for Printing and Publishing.

Khasawneh, A. H. (2020). Emotional regulation and its relationship to positive thinking among Yarmouk University students. *Al-Quds Open University Journal for Educational and Psychological Research and Studies, 11*(30), 30–46.

Maki, L. G., & Qalandar, S. H. (2017, May 3). *Probing thinking and its relation to self-concept among university students*. Paper presented at the First International Conference on Science and Literature, Iraq. Arab Conferences Network.

Marah, A., & El-Mahi, Z. (2024). *The level of emotional regulation among diabetic patients through psychological flexibility and psychological well-being* (Unpublished doctoral dissertation). Ibn Khaldoun University, Tiaret.

Patel, M. S., Jhariya, M. K., Kushwaha, R., & Patel, V. (2025). The role of emotional regulation in mental health: Strategies, outcomes and interventions. *International Journal of Creative Research Thoughts (IJCSPUB), 15*(2).

Selvalakshmi, M. (2012). Probing: An effective tool of communication. *The IUP Journal of Soft Skills, 6*(3), 55–58. Hyderabad: IUP Publications