

## **Emotional Regulation among Baghdad University Students**

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### **Abstract**

The aim of this research is to identify the emotional Regulation, and the differences that occur in it according to the two variables (specialization, gender), and the sample consisted of (382) students from the University of Baghdad, and the researchers adopted and translated the measure (Greenberg et.al, 2017) of emotional regulation, and after the data was processed statistically using the T test and the arithmetic average, The results showed that university students have emotional regulation, and that there are no differences in emotional regulation between university students according to two variables (gender and specialization).

**Keywords:** Emotional Regulation, University Students.

### **Search Problem**

The students of the university represent the heart of society and are regarded as a tool to advance, Because they are important and effective elements that contribute to the construction and development of the country, It protects it from the effects of destruction and underdevelopment left by wars and conflicts. Universities are the main hub for developing this category by providing them with knowledge and information in various fields with their human and material potential. Which develops their mental, physical and social aspects, The change in society at the political level, And economic, social, and health to the lack of outlook of university students regarding their role and contribution to building society, Confronting situations and compressive circumstances requires different patterns of emotion that require the individual to control and regulate them. Because the student's inability to organize his emotions adversely affects his personality and his work and compatibility and leads to frustration and prevents him from achieving his goals and aspirations. Emotional organization contributes to shaping students' future behaviour, and prepares them to act successfully with different attitudes. (Ultra, 2016:4).

Accordingly, in a study conducted on a sample of university students, Ma 'rai, 2019 indicated that their level of emotional organization was low due to the high level of stress among students and difficulty in controlling and managing emotions. (Gray, 2019:19), emotional regulation is an important aspect of a student's psychological development, allowing him to control his behaviour, respond flexibly to environmental events, and manage and regulate emotions.

## **The importance of research**

The undergraduate level is one of the most important stages in students' lives. It contributes effectively to the development and formation of the personality of individuals, and thus acquires a lot of knowledge and behaviors, so that undergraduate students play an important role in the process of advancement that society seeks in its educational, social and economic aspects.

Therefore, attention must be paid to subjects specific to undergraduate students. The results of the study of these subjects will contribute to helping those concerned in the provision of special care and services and the provision of the appropriate academic, social and environmental climate, which makes students qualified in all aspects for professional, scientific and administrative positions.

Effective regulation is one of the most important aspects of individuals' lives, as it is an important factor that determines the patterns of human personality, achieves psychological balance and delays the satisfaction of needs (Issawi, 2018:6). It indicates (Gray, 2019) that emotional regulation is an urgent need to safeguard one's mental health and guide it towards controlling the severity of emotions to contribute to alleviating psychological problems (Gray, 2019:16).

jurist (Jurist,2010) emphasizes that effective regulation promotes positive impacts on individuals' lives and helps to withstand negative impacts and interaction with them. (Jurist,2010: 298)

Emotional regulation occurs daily within different contexts and attitudes that drive an individual to increase positive emotions such as love and joy, and reduce negative emotions such as anger, sadness and anxiety in order to enhance an individual's sense of stability and reduce stress. , (Marei, 2019: 23).

Emotional regulation alters and modifies an individual's emotional state by allowing individuals to control their behavior and respond flexibly to environmental events. (Kamel, 2018:8) And the effective organization strives to achieve its goal in pushing individuals to take their effectiveness towards adapting to different attitudes and fulfilling their requirements. Adaptation requires full flexibility and ability as a whole.

Al Salehi, 2016, noted that emotional regulation involves efforts by an individual to use cognitive and behavioral skills to regulate emotions resulting from stressful attitudes using self-control methods, reassessment of attitude, responsibility, and religion orientation (Al Salehi, 2016:26).

The primary function of emotional regulation is to modify the experiences stored in a way that moves the individual towards his or her goals, and the organization of emotions must be limited by voluntary efforts, because they are clear attempts by the individual to modify his or her emotions (Eisenberg & Spinrad,2004: 338).

Cole and others confirmed. et.al, 1994, emotional regulation is a cognitive process that begins when an individual encounters emotional experiences. The individual tries to restrain, avoid and maintain emotional situations (cognitive, physiological, and motivational) associated with experience in order to control, modify and control the duration of their appearance. (Cole. et.al,1994 :551)

The importance of effectiveness regulation is demonstrated by the finding of most Arab and foreign research and studies that the basic functions of emotion management depend on modifying experiences in a way that one moves towards the goal that he seeks, (Issawi, 2018:35)

The Leibel & Snell study noted that emotional regulation has a major effect on influencing individuals' behaviour, by understanding, controlling and directing emotions to get organized behavior when exposed to different emotional attitudes, and shaping future behavior. (Leibel & Snell, 2005: 394)

Because of the importance of the concept of emotional regulation, he studied with other aspects affecting the individual's personality and psychological construction, Mahony's study (Mahony, 2006) indicated a positive relationship between emotional regulation and moral thinking (Kamel, 2018:11).

Gunby and others study examined the relationship of emotional regulation to creativity, and the findings indicated that the relationship between them is positive and strong, (Gunby, et al, 2009) and the study of Sajadi and others, showed the relationship between emotional regulation and mental health and mental toughness among university students. (Sajadi et al, 2012)

## **Research Objectives**

Current research aims to identify:

- 1) emotional regulation of university students.
- 2) Recognize significant differences in emotional regulation according to gender variables (male-female) and specialization (scientific-humanitarian).

### ***Definition of terminology***

#### ***Emotional Regulation, Customized Jurist, (Jurist, 2005)***

"The ability of an individual to understand one's feelings, thoughts and what factors affect them, which involve explicit and implicit processes to monitor, evaluate, change and modify them." (Jurist, 2005:15)

### ***Theoretical definition***

Researcher adopted Geurst's definition, (Jurist, 2005) being his theory in the preparation of the scale.

### ***Procedural definition***

Is the overall degree to which the respondent receives its answers to the paragraphs of the research's emotional regulation measure.

### ***Concept of emotional regulation***

Effectiveness regulation is one of the concepts of psychology introduced more than 20 years ago, and has developed this concept with numerous descriptive studies, and they have developed many models for interpreting this concept..(Gross, 1998: 5)

Accordingly, the concept of emotional regulation has been defined by many scientists and researchers, as Thompson sees (Thompson, 1991), effectiveness regulation "is the cognitive and

informed way of addressing the quantity of information on effectiveness", (Thompson, 1991:296) When Gross (Gross,1998) sees that effective regulation "is the process of influencing individuals, testing and expressing their feelings", (Gross,1998: 288), Garnefski and others (Garnefski, et.al, 2001) identified it as "internal and external operations responsible for monitoring, evaluating and modifying emotional responses, and, in particular, severe and incidental impacts.

Briggs and others (Bridges, et.al, 2001) define emotional regulation as "the set of processes that an individual uses to call out, preserve, change and control positive or negative emotions."(Bridges, et.al, 2001:1)

And emotions play an important role in our daily lives, as they are vital aspects that are closely related to the personality of individuals, their thinking, and their behavior. Emotions are a complex and persistent emotional situation, internal situations classified by specific cognitive aspects, physiological sensations and reactions, and specific expressive behaviour, (whole, 2018:7).

Individuals' behaviour is influenced by their emotions, because emotions indicate how we feel about things that happen around us. And you tell us the importance of our needs, our desires, our interests at some point, We feel certain emotions to varying degrees and at different times, It has documented the importance of developing the ability to regulate individuals' emotional states well in studies and scientific research, Emotional regulation is not just a process of acknowledging emotions, it involves the process of understanding and controlling both the mind and the body of the emotional state. Once an individual has developed an understanding of what feelings and thoughts he or she possesses and the potential stimuli of these feelings and thoughts, they can begin the process of emotional regulation. (Madden &Reynoldes, 2021: Thompson indicates (Thompson,1991) that individuals are equipped with a basic stock of initial feelings, And there are biological foundations for emotional regulation processes that dramatically alter an individual's emotional experience. Effectiveness management processes are evolving to become more flexible and efficient in handling and interacting with environmental data. And for the process of emotional maturity and the growth and development of emotional organizational capabilities, Thompson also emphasized that emotions are managed from outside and organized from within as individuals develop. So that emotional experience gains a new meaning for the individual and uses it meaningfully and integrates it with his or her emotional stock. Thus, a wide range of emotional organizational competencies helps to self-regulate an individual's behaviour and guide emotional experiences in a manner consistent with an individual's social environment. (Thompson,1991:171-. 172)

(Ismail, 2009) asserted that effectiveness regulation is not limited to passive effectiveness only, but also positive effectiveness, which effectively provokes positive attitudes, and needs to regulate effectiveness, which underscores the need for regulation. (Ismail, 2009:47)

### ***Factors influencing emotional regulation***

#### ***Genetic preparedness***

Some studies have indicated that the emotional regularization of parents has linked their children's mood later, and has shown an impact on the development of the emotional organization for them.

#### ***The emotional context of the family***

Theoretical and experimental studies and research have shown, The importance of family context and social process in the development of the emotional organization of

individuals, Studies have indicated that parents' emotional organization capabilities serve as the first mechanisms observed by individuals. Children learn and practice the emotional organizing skills offered by their parents. By reviewing and imitating, hence that social nurturing factors must be based on the organizational engagement supportive of individuals, Which should be characterized by positive emotions, and showing affection, The responsive warm climate, and effective communication, provide a context in which the development of healthy and effective emotional regulation capabilities is encouraged (Herd, et.al, 2021: 2-3).

### ***Social and economic factors***

Exposure to the chaotic living conditions associated with low income, poor housing quality, congestion, and increased noise generates psychological stress that results in lower emotional regulation in individuals, as many studies have indicated as a study. (Evans, et.al, 2005), as these studies demonstrate disturbances in emotion management strategies associated with reduced activity in the prefrontal cortex and increased amygdala activity while performing the emotion regulation function. (Madden & Reynoldes, 2021:2)

### ***Age***

The results of several studies, such as Study (Gross,et.al,1997) and Study (Kessler & Staudinger, 2009), Study (Kappes & Bermeitinger,2016) and Study (Vrry, et.al, 2010), showed that adults and older adults are more able to organize effectiveness, as well as better at controlling emotional problems.

### ***Emotional Awareness***

Emotional awareness refers to the general knowledge of individuals' emotional experiences through their ability to identify and describe how they feel, and some studies have indicated that emotional awareness is linked to positive outcomes while controlling emotions and choosing the appropriate strategy for emotional organization. (Eckland & English, 2018:2)

### ***Emotional complexity***

It means the existence of both positive and negative emotions simultaneously in the individual making the subject of emotional organization more exciting and complicated, due to conflicting emotional situations at the same time, for example: You like someone and you carry positive feelings about them, but they show bad behaviour towards you, causing you stress. In this case, the individual may realize that this person's behaviour is wrong, but it is not deliberate and can be fixed. Then the emotional regulation becomes healthy, either if the individual realizes it as a disturbing and bad thing and can't fix it, Then an unhealthy pattern consists of emotive regulation, which leads to the so-called emotive complexity.(Madden & Reynolds,2021: 2)

#### **Features of individuals with good emotional regulation**

- 1) They have a high resilience to the stresses of life.
- 2) Controlling emotions, regulating activity and the ability to solve problems.
- 3) They have patience and they are not envious.
- 4) They are hilarious and active.
- 5) They are emotionally balanced, calm and not inclined to aggression.
- 6) They can take responsibility and do their work steadily and persistently.
- 7) They can form steady moral habits.
- 8) They have the ability to confront stressful situations.
- 9) They have healthy social and personal relationships.



- 10) They are safe to think about crises and adversity.
- 11) Feel good about themselves and adapt themselves to the environment that surrounds them and contribute positively to social activities (Issawi, 2018: 46-47)

***Jurist's Model of Emotional Regulation (Jurist, 2005)***

Emotional regulation is one of the fastest growing areas of psychology, and it has been developed many models and theories to help understand the organizational processes adopted when dealing with emotions for understanding, managing and organizing them, and has known jurist and others. (Greenberg,et.al,2017) emotional regulation is a broad term that describes explicit and implicit processes, involving surveillance, assessment, alteration and modification of emotions, which also involve observing a cognitive and emotional ability to understand the thoughts and feelings of ourselves and others (Greenberg,et.al,2017: 1. 2).

jurist believes that emotional regulation is a complex concept in terms of trying to define it as an automatic biological mechanism, or as a gainful development achievement, and also in terms of its conscious voluntary subordination or as a strategy that works unconsciously(Jurist, 2010:296)

Evidence from neuroscience suggests that emotional regulation occurs largely outside of consciousness, such as: Act expeditiously in cases and circumstances where this is necessary, such as situations where the individual is at risk, as well as numerous research and studies indicating that emotional regulation is under the conscious control and control of an individual who is closely linked to balance (Law, 2005: 441-442).

Al-Faqih (2005) believes that emotional regulation is not only a process of emotional perception and emotional states, but a process of exploring emotions and emotional experiences, testing and representing them in the real world by linking them to past and fictional experiences. (Law, 2005). 429).

George noted that effective emotional regulation depends on the ability to think mentally, because emotions are not only modified in an organizational process, but are reassessed in terms of meaning, and this requires an individual to be able to think and understand their feelings. Factors affecting them, such as childhood experiences, the individual's current situation and the context in which he or she develops, in turn help the individual understand and anticipate his or her emotions in future situations (Greenberg, et.al, 2017:3).

The jurist, 2005, presented a model of emotional regulation called (mental empathy), which refers to an individual's ability and skill to understand and read emotional situations for himself and others.(Jurist, 2005:428).

Thus, the process of emotional regulation requires a reassessment of emotional effects rather than a mere modification, resulting in a more effective and effective emotional regulation of individuals to reflect on emotional experience (Jurist, 2010:297).

Jurist proposed three specific aspects, which are part of a united and focused process of emotional regulation, namely:

- 1) Identifying feelings, which means being able to categorize and understand one's feelings and explore one's feelings, identifying feelings refers to naming the basic feelings felt by the individual and distinguishing emotions in their basic form, such as feelings of joy or sadness, and also includes the process of distinguishing the relationship between different motivations to understand their meaning.
- 2) Treatment: An individual's ability to modify and distinguish his or her feelings and to regulate his or her feelings in a particular way, such as their duration and intensity, and treatment refers to changing emotional feelings in a particular way, means how to make careful adjustments to them, correct feelings, and conduct a process of cleansing emotions, which may be linked to an individual's sense of effectiveness and occurs in the context of an individual's past history as an important part of emotional experience. (Jurist, 2005; 431) (Greenberg, et al., 2017, 2-3)
- 3) Expression: An individual's ability to communicate and express his or her thoughts and feelings internally and externally. Expressing emotions leads to personal interactions with others and the environment, including experiences of new situations and events. (Greenberg, et.al, 2017:3).

And an individual can choose between one of two things, Either restrict the expression or allow it to flow, because individuals hide their emotional responses when they are undesirable. And this is called internal expression of emotions, This is done by re-experiencing what one feels like in order to better understand ourselves, especially when individuals have resources and choices that don't feel the need to express emotions externally. And so internal expression is a useful strategy for individuals, either external expression, It is evident in facial expressions, reactions and responses that help the individual communicate with others and express the most complex influences, which reflect an investment in social relations, (Jurist, 2005:431).

**Table (1)** shows the elements of emotion as put by Geyerst

<b>Express feelings</b>	<b>processing feelings</b>	<b>Define feelings</b>	<b>Model</b>
outward expression	emotion modulation	label	basic modification
inner expression	Purification	Discrimination	Composition

(Jurist, 2005: 431)

### ***Previous studies on emotional regulation***

#### ***Study (Al-Issawi, 2018) "Fatigue and its relationship to emotional regulation among university students"***

The aim of this study is to identify the emotional regulation and differences according to (gender - specialization) in students, and the sample consisted of (400) students of the University of Qadisiya, and the researcher used the scale (Edward, 2012) for emotional regulation, and after processing the data statistically using the Vacron equation, the T test, the Pearson correlation coefficient, and the analysis of variance, The results showed that students enjoy a good level of emotional regulation, and that there are no statistically significant differences and variable jurisprudence (gender - and specialization) in students, (Al-Issawi, 2018).

#### ***Study of Cuberose, et.al, 2019 "Basic psychological needs and their relationship to emotional regulation and academic pressures in university students"***

The objective of the study is to identify the correlation between basic psychological

needs, emotional regulation and academic pressures of the student. The sample consisted of 2,736 students belonging to (19) general and special age university, and within different disciplines. The Fakronbach Equation, Kai Square, Pearson Correlation Coefficient, and Disparity Analysis, the results showed a positive correlation between psychological needs and emotional organization, as effective emotional regulation was positively associated with the development of basic psychological needs, which improved the control of stress and academic stress in students. (Cuberose, et.al, 2019: 3-12)

## Research methodology and procedures

This chapter contains a presentation of the research methodology and procedures in terms of the research community and its designation and an explanation of the steps taken in the preparation of the research tool (RAM), from the identification of paragraphs and the verification procedures for verification of the indicators of truthfulness and consistency, to the statistical means used to analyze and statistically process the data.

In an attempt to achieve the research objectives, the two researchers adopted the descriptive approach, being the most appropriate curriculum to study and describe the studied phenomenon, and from the methods of scientific research that depends on studying the phenomenon and describing it accurately and expressing it quantitatively and quantitatively, (Obeidat and others, 1996:271).

*Detailed presentation of these procedures is as follows*

### Research Society

Current research is determined by the University of Baghdad students in Baghdad (24) Faculty of Science and Humanity (61,481) students, of whom (24,732) are male, and (36,749) females. There were 37,151 students in scientific specialization and 24,330 students in humanitarian specialization. The table shows this.

**Table (1)** *Distribution of the research community*

Specialization	T	College Name	Male	Female	Total
Scientific	1	Faculty of medicine	1301	1736	3037
	2	Canadian Medical College	512	740	1252
	3	Faculty of Dentistry	401	978	1379
	4	faculty of Pharmacy	424	944	1368
	5	College of Veterinary Medicine	395	438	833
	6	Faculty of Nursing	186	647	833
	7	College of Engineering	2329	1401	3730
	8	Al-Khwarizmi College of Engineering	336	376	712
	9	Faculty of Agricultural Engineering Sciences	1915	2143	4058
	10	College of Science	1664	2863	4527
	11	Faculty of Administration and Economics	2398	2473	4871
	12	College of Science for Girls	0	1920	1920
	13	Faculty of Physical Education and Sports Sciences	1119	584	1703
	14	College of Physical Education and Sports Science for Girls	0	428	428
humanity	15	College of Education Ibn Al-Haytham for Pure Sciences	2135	1844	3979
	16	College of Fine Arts	1407	1114	2521
	17	Total	16522	20629	37151
	18	School of Law	236	750	986
	19	Faculty of Political Science	446	564	1010
	20	College of Islamic Sciences	2266	2683	4949
	21	college of Literature	1722	2513	4235
	22	College of languages	1474	2357	3831
		College of Media	832	450	1282



23	College of Education for Girls	0	4536	4536
24	Faculty of Physical Education and Sports Sciences	1234	2267	3501
	Total	8210	16120	24330
	total summation	24732	36074	961481

## Sample research

The research relied on determining the size of the sample for the search for Steven Thompson's equation. (Steven Thompson), having reached 382 students, they were selected in the random class method and proportionate style, representing a percentage (16%) of the adult research community (61,481), and individuals may distribute the search sample to (12) faculty, of which (6) faculties of scientific specialization, and (6) colleges of human specialization, where the number of males is (154) and (40%), and the number of females (228) and (59%), and the number of students for scientific specialization (231) students with percentage (60%), and the humanitarian specialization (151) students with (39%), and the table (2) shows that.

**Table (2)** Sample Research Disaggregated by gender and Specialty

Specialization	T	College	Gender		Total
			Male	Female	
Scientific disciplines	1	dentist	6	30	36
	2	Engineering	6	30	36
	3	Mixed science	6	30	36
	4	science for girls	/	35	35
	5	Canadian medicine	10	30	40
	6	Agriculture	13	35	48
		Total	41	190	231
Humanitarian disciplines	7	Education for girls	/	10	10
	8	Languages	20	5	25
	9	Literature	20	6	26
	10	media	25	6	31
	11	Education / Ibn Rushd	25	6	31
	12	Political Science	23	5	28
		Total	113	38	151
		total summation	154	228	382

### Search tools

In order to achieve the objectives of the research, the researchers adopted the scale of emotional regulation in its original version prepared by Greenberg and others, Greenberg et., al (2017).

### Translation procedures

The two researchers presented the measure of emotional regulation in its original version consisting of (59) paragraphs to English specialists. The researcher obtained a translated version in Arabic.

### Sincerity of translation

After translating the scale into Arabic, The researchers presented the translated version in Arabic to experts in English to ensure that its translation was honest. They came into conformity, with the exception of paragraphs 1, 3, 4, 6, 8, 12, 20, 28, 36, 41, 42, 44, 45, 52, 54, 55, 57) being repetitive and similar to other paragraphs, Then I reversed it by translating the scale from Arabic into English again.

**Description of Emotional Regulation Scale:**

The concept of emotional regulation was defined in accordance with Jurist's definition, 2005, which defined it as "the ability to understand one's thoughts and feelings and to think about the factors that affect them, which involve implicit and explicit processes to monitor, evaluate, change and modify them".

The scale of emotional regulation is three areas, namely:

- Identifying emotions: it means being able to categorize one's feelings, understand them, and explore one's emotions.
- -Treatment means an individual's ability to modify and distinguish his feelings, and to regulat his emotions in a certain way such as severity or duration.
- -Expression means the ability to communicate one's thoughts and emotions to others, and express them internally or externally.

Thus, the measure in its initial form is from (41) a paragraph.

**(Validity)**

The current research used apparent validity and construct validity.

**Apparent validity**

Is one of the indicators of authenticity of content and we often say that the test is ostensibly honest, if the paragraphs are linked to the perceived purpose of the test, (Duran, 1985:129).

On the basis of this, the two researchers presented the measure of emotional regulation to a group of experts and arbitrators specializing in educational and psychological sciences, who numbered (20), to render their judgment on the validity of the paragraphs in measuring emotional regulation, as well as the validity of alternatives to answer, and have analyzed the opinions of the arbitrators statistically using (Box Kai), all paragraphs are shown to be statistically significant because their calculated value is higher than the tabular value of (3,84) at an indicative level (0,05) except paragraphs (2, 5, 12, 18, 20, 25, 35, 36, 40, 41) and the table shows this.

**Table (3) Results of the K-2 test of the opinions of the arbitrators on the validity of the paragraphs of the measure of emotional organization**

Field	Paragraph N.O	Number of experts		chi-square value	Tabular value	Indication
		Approved	Disapprove			
Define feelings	1,3,4,6,9,10	19	1	16,2	3,84	Significant
	7,8,11,13,14,15	17	3	9,8		Significant
	2,5, 12	7	13	1,8		Non significant
Emotion	16,17,21,22,26,27,28, 29	18	2	12,8	3,84	Significant
	19,23,24	15	5	5		Significant
Processing	18,20,25	8	12	0,8		Non significant
Expressing feelings	30,31,32,33,34,37,38, 39	18	2	12,8		Significant
	35,36,40,41	9	11	0,2		Non significant

**Answer alternatives and scale correction:**

The scale scores were corrected on the basis of (31) paragraphs, after weights ranging from (5 - 1) degrees were given, which corresponds to five alternatives to the answer, namely: (apply to me always, apply to me often, apply to me sometimes, apply to me rarely, do not apply to me), and on it, the scale scores ranged from (31 -155) degrees, the lower degree represents the decrease in emotional regulation, and the higher degree the rise in emotional regulation.

## Statistical analysis of EM paragraphs

### *A. Discriminatory force (two extremist groups)*

The two researchers calculated the discriminatory force in order to select the adult construction sample 400 students from Baghdad University, selected in the random class manner from (12) College, (200) Male, (200) Female, After the scale was applied, students' answers were corrected and college grades were arranged downward from the highest grade to the lowest degree, selected (27%) of the highest grade forms, and (27%) of the lowest score forms, since the forms are subject to statistical analysis (400) forms The ratio of (27%) is (108) forms, the two group forms were equal to (216) Form then the calculation average and standard deviation of each paragraph in the upper and lower groups were extracted, and using the T test of two separate samples to calculate the difference between the upper and lower groups averages, the results showed that all paragraphs are statistically significant because the calculated T value is greater than the extreme tabular value. (1,96) at an indicative level (0.05) and a degree of freedom (214), and the table shows this.

**Table (4)** The discriminatory power of the emotional regulation scale items

T	Upper group		Lower group		Calculated T value	Indication
	SMA	Standard deviation	SMA	Standard deviation		
1	4,47	0,98	3,48	1,42	5,97	Significant
2	4,57	0,7	3,06	1,28	10,77	Significant
3	4,55	0,75	3,36	1,16	8,88	Significant
4	4,46	0,89	3,16	1,34	8,43	Significant
5	4,64	0,75	3,02	1,35	10,91	Significant
6	4,51	0,87	3,43	1,33	7,10	Significant
7	4,31	1,09	3,95	1,37	8,03	Significant
8	4,53	0,75	3,2	1,2	9,72	Significant
9	4,587	0,73	3,19	1,26	9,95	Significant
10	4,35	0,99	2,98	1,28	8,79	Significant
11	4,53	0,81	2,97	1,35	10,26	Significant
12	4,39	0,93	1,87	1,29	9,94	Significant
13	4,35	0,97	2,69	1,22	11,11	Significant
14	4,26	1,01	2,63	1,31	10,25	Significant
15	4,66	0,57	2,89	1,22	13,69	Significant
16	4,56	0,73	3,1	1,44	9,36	Significant
17	4,66	0,75	3,59	1,33	7,23	Significant
18	4,24	0,94	2,84	1,31	9,05	Significant
19	4,62	0,64	3,32	1,23	9,73	Significant
20	4,7	0,62	3,23	1,31	10,61	Significant
21	3,96	1,25	3,13	1,4	4,62	Significant
22	4,4	0,83	2,92	1,27	10,15	Significant
23	4,19	0,97	2,89	1,4	7,98	Significant
24	4,3	1,07	2,86	1,29	8,92	Significant
25	4,21	1,05	3,27	1,44	5,51	Significant
26	4,61	0,68	3,51	1,38	7,45	Significant

27	4,11	1,19	2,71	1,38	7,98	Significant
28	4,28	1,01	3,08	1,25	7,70	Significant
29	4,3	1,1	2,91	1,28	8,57	Significant
30	4,49	0,8	3,06	1,38	9,27	Significant
31	4,4	1,07	2,88	1,54	9,27	Significant

***Relationship of the paragraph's grade to the overall scale***

To extract the correlation between the degree of each paragraph of the scale and the total degree of the scale, the researchers used the Person Correlation Coefficient. The results showed that the correlation coefficients of all paragraphs are statistically significant when compared to the tabular T value of 0.098, 0.05 and 398 and table.

**Table 5.** *Correlation factors between the paragraph's degree and the overall degree of the emotional regulation measure*

T	Correlation coefficient	Indication	T	Correlation coefficient	Indication	T	Correlation coefficient	Indication
1	0,35	Significant	12	0,50	Significant	23	0,38	Significant
2	0,59	Significant	13	0,53	Significant	24	0,43	Significant
3	0,50	Significant	14	0,51	Significant	25	0,33	Significant
4	0,50	Significant	15	0,57	Significant	26	0,40	Significant
5	0,55	Significant	16	0,47	Significant	27	0,43	Significant
6	0,44	Significant	17	0,41	Significant	28	0,41	Significant
7	0,43	Significant	18	0,48	Significant	29	0,50	Significant
8	0,51	Significant	19	0,49	Significant	30	0,47	Significant
9	0,53	Significant	20	0,75	Significant	31	0,47	Significant
10	0,45	Significant	21	0,26	Significant	10	0,45	Significant
11	0,48	Significant	22	0,49	Significant	11	0,48	Significant

***The field's relationship with the field, and the field with the college degree***

To achieve this, Pearson's correlation coefficient was used to establish internal linkages between each area and other areas of the EM scale, relying on the scores of all sample members (400). All the correlations were statistically relevant when compared to the tabular T value (0.098) and at an indicative level (0.05) and degree of freedom (398).

**Table (6)** *Field Degree Relationship to Field, and Field to Total Degree of Emotional Regulation Scale*

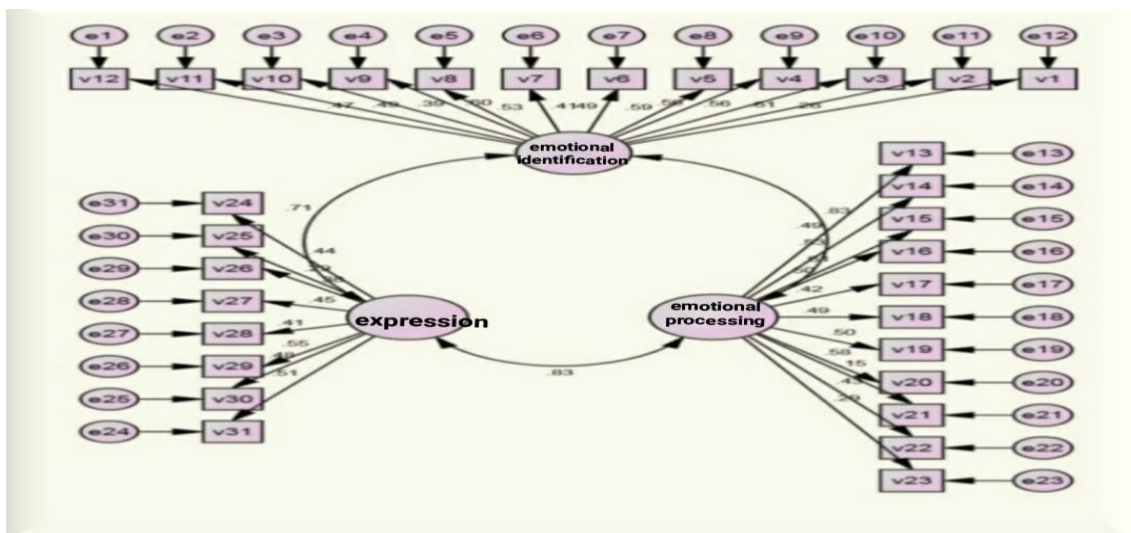
Field Field	Emotional identification	Emotion Processing	Expressing feelings	Emotional Regulation
Emotional identification	1	0,67	0,53	0,88
Emotion Processing	-	1	0,59	0,89
Expressing feelings	-	-	1	0,79

***Confirmed Factorial Analysis of the Measure of Emotional regulation***

The idea of assertive factorial analysis is based on testing the congruence between the heterogeneity matrix of the variables involved in the analysis and the matrix actually analyzed by the hypothetical model that determines certain relationships between these variables.(Maccallum& Austin, 2000: 201).

After conducting the confirmatory factor analysis of the EM scale as in figure (1), And table (7), it turns out that all paragraphs are saturated on their factors D statistically, This is

because the standard slope weight values are all statistically significant in terms of T test values, all of which show to be higher than the tabular T value of 1,96 at an indicative level (0.05). The standard slope weights are meant to assess the significance of the relationship between the paragraph and the factor to which it belongs. In order to accept this result, the value of the corresponding critical ratios must exceed (1,96). (Al Barq and others, 2020:143).



**Figure (2)** Indicative working analysis chart of the EM scale

**Table 7.** Saturation values of the paragraphs on their factors and critical ratios values to indicate saturations of the scale

T	Paragraph sequence to scale	Fields	saturates	Critical ratios C.R.	Indication
1	12	Emotion identification	0,47	6,99	Significant
2	11	Emotion identification	0,49	7,10	Significant
3	10	Emotion identification	0,39	6,10	Significant
4	9	Emotion identification	0,60	7,71	Significant
5	8	Emotion identification	0,53	7,28	Significant
6	7	Emotion identification	0,41	6,22	Significant
7	7	Emotion identification	0,49	6,98	Significant
8	5	Emotion identification	0,59	7,73	Significant
9	4	Emotion identification	0, 56	7,61	Significant
10	3	Emotion identification	0,56	7,48	Significant
11	2	Emotion identification	0,61	9,79	Significant
12	1	Emotion identification	0,26	4,38	Significant
13	13	Emotional processing	0,49	6,20	Significant
14	14	Emotional processing	0,53	7,40	Significant
15	15	Emotional processing	0,61	8,16	Significant
16	16	Emotional processing	0,5	7,19	Significant
17	17	Emotional processing	0,43	6,51	Significant
18	18	Emotional processing	0,49	7,11	Significant
19	19	Emotional processing	0,50	7,22	Significant
20	20	Emotional processing	0,59	7,95	Significant
21	21	Emotional processing	0,15	2,70	Significant
22	22	Emotional processing	0,43	6,58	Significant
23	23	Emotional processing	0,29	4,88	Significant
25	31	Emotional expression	0,51	7,03	Significant
25	30	Emotional expression	0,48	6,50	Significant



26	29	Emotional expression	0,55	7,73	Significant
27	28	Emotional expression	0,41	5,95	Significant
28	27	Emotional expression	0,45	6,66	Significant
29	26	Emotional expression	0,38	5,47	Significant
30	25	Emotional expression	0,29	4,59	Significant
31	24	Emotional expression	0,44	6,53	Significant

### *Indicators of conformity with the EM*

The conformity indicators show, the extent to which the two researchers' theoretical model corresponds to the sample covered by the study, it indicates how far the theoretical model can represent the sample data so that it is not too far away from it. (Tigza, 2012: 229-239), so the two researchers obtained a number of conformity quality indicators. The conformity quality indicators were found to be identical to critical conformity quality indicators, thus counting the measure of effectiveness regulation as constructively honest, and table (8) shows this.

**Table 8.** *Indicators of quality conforming to the emotional Regulation*

<b>T</b>	<b>Index</b>	<b>Index value</b>	<b>Slash</b>
<b>1</b>	<b>Ratio between X2 index values and freedom degree</b>	<b>2,60</b>	<b>Less than 5</b>
2	Average root approximate error box	0,06	Between 0,05 – 0,08
3	Comparative Match Index	0,82	Between 1-0
4	Goodness of fit index	0,84	-----
5	Altered goodness of fit index	0,81	Between 1-0

From previous indicators, it can be concluded that most conformity indicators indicate a good matching of the model. Thus, the theoretical model has been confirmed to match society by matching sample data to the model adopted in the study, This leads us to the conclusion that the efficacy regulation measure of the university students in the current research can indicate a good match between the theoretical model adopted in the scale and the data from the selected sample. The confirmatory working analysis thus provided a strong basis for the construction's sincerity.

## **Reliability**

To extract the stability of the EM the two researchers used the Fakronbach method, (Alfa - Gronbauch Method), where this method depends on the consistency of an individual's performance from paragraph to paragraph, and calculating stability in this way is one of the most accurate and acceptable stabilizers, To extract stability in this way, I selected (100) a random form from the statistical analysis forms, applied the Fakronbach equation, and reached the RAM constant factor (0.88) which is a good constant factor.

### *Final version of the Emotion Regulation Measure*

The measure of emotional regulation as finalized is (31) a paragraph, and alternatives to an answer (always applicable to me, often applicable to me, sometimes applicable to me, rarely, not applicable to me), and in a hypothetical medium (93).

### *Metric descriptive statistical characteristics*

The two researchers used the statistical pouch to extract statistical indicators for the scale of emotional regulation, and it is clear that the distribution of students' scores on the scale is close to moderate distribution and the table (9 shows this.

**Table 9.** *Descriptive statistical characteristics of sample individuals on the scale of emotional regulation*

N	Descriptive Statistical Characteristics	Its value
1	Mean	116,79
2	Median	118
3	Mode	123
4	Standard deviation	17,36
5	Skwness	-0,48
6	Kurtosis	1
7	Minimum	31
8	Maximum	155

### *Presentation, interpretation and discussion of results:*

Their findings will be presented in accordance with the objectives previously presented and discussed in the light of the theoretical framework, and then a set of recommendations and proposals. The results are as follows:

#### **Goal: Know the emotional regulation of university students.**

In order to achieve this goal, the two researchers applied a measure of emotional regulation to the adult research sample. (382) Students and students, and after correcting the answers, the search sample got an average calculation of (116.65) and standard deviation (17.30), and to see what the differences are when comparing the arithmetic average with the hypothetical average of the adult (93), using a single sample T test, there was a statistical difference, as the calculated T value was (26,71) is higher than the tabular T value of 1,96 at an indicative level (0.05) and a degree of freedom (381), and table (10) shows this.

**Table 10:** Sample size, arithmetic average and standard deviation of emotional regulation

Number of sample personnel	SMA	Standard deviation	Hypothetical mean	T value		Degree of freedom	Indication level
				Calculated	Tabular		
382	116,65	17,30	93	26,71	1,96	381	Significant

The table above shows that the calculation average of the sample is higher than the hypothetical average and the calculated T value is higher than the tabular value, which means that there is a statistical difference in favor of the sample's computational medium.

This result indicates that the students of the university have emotional regulation, The two researchers explain this finding that the university students despite the difficult circumstances surrounding them and still surrounding them, They tend to control their emotions and guide them in proportion to the maturity level. And aspects of their biological, social and cultural development and modifying emotions and changing them according to their cognitive and emotional abilities down to emotional regulation, According to jurist's model, emotion regulation is the process of understanding, reassessing and modifying emotions for individuals and others, leading to more effective and influential emotional regulation in individuals. (Jurist, 2010:297)

#### **To identify differences in emotional regulation according to gender and specialization.**

To achieve this goal, the average calculation and standard deviation of each group are

within the single variable, reaching the average calculation of the male. (117.48) and standard deviation (18.60), at the time of female average arithmetic (116,08) and standard deviation (16,39), and the results showed that the computational average of scientific specialization (116,19), standard deviation (17,14), average calculation of human specialization (117,34) and standard deviation (17,58), and table (11) show this.

**Table 11** *Computational average and standard deviation by sex and specialization*

Variables	Arithmetic averages	Standard deviations
Gender	Male	117,48
	Female	116,08
Specialization	Scientific	116,19
	Humanitarian	117,34

To find out that these observed differences in the average groups in emotional regulation are real or that they came by accident, the two researchers used the analysis of the binary variation to test the significance of the differences to the underlying effects and the bilateral interaction between them. The results of the analysis of the variation showed that there are no statistically significant differences in the emotional regulation according to the sex variable, as the calculated net value reached (0.254) and less than the tabular value of (3,84) at an indicative level (0.05) and degree of freedom (1-378), and the results also showed that there are no statistically significant differences in the EFO according to the specialization variable, as the calculated net value reached (0,054) and is below the calorie value of (3,84) at an indicative level (0.05) and degree of freedom (1-378), the results of the interaction between transgender and specialist showed that there are no statistically significant differences in the interaction of sex with specialty, as the calculated net value was (0.767) and is below the tabular value of (3,84) at an indicative level (0.05), degree of freedom (1-378), and table (12) shows this.

**Table 12** *Analysis of binary variation to test differences in emotional organization scores according to sex and specialization variables*

Contrast source	sum of squares	Degree of freedom	mean squares	F value	Indication
Gender	76,254	1	76,254	0,254	Non significant
Speciali8	16,104	1	16,104	0,054	Non significant
Gender specialization*	230,726	1	230,726	0,767	Non significant
Error	113667,028	378	300,706	-----	-----
Total	5311749	382	-----	-----	-----

So this result suggests that there are no differences in emotional regulation according to gender variables and specialization between males and females. The two researchers see that this result is due to equal opportunities between males and females in socialization. Whether through the family, school or university, who are interested in the vital aspects of individuals by sharing their interests and meeting their needs and desires and also paying attention to their emotions and directing them to obtain orderly behavior when exposed to various emotional situations, Thus, the students of the university will have organizational capacity for their actions, ideas and positive orientation towards their courses and successful passage.

jurist points out that emotional regulation involves thinking about the emotional experience, feeling it, and linking it with one's past emotional history, so that the emotions of the past are present and translate a deeper sense of living into the present. (Jurist,2010: 297)

## Conclusions

1. In the light of the research's findings, the following conclusions were drawn:
2. The students of the university has an emotional regulation, that is, they replace negative thoughts and acute emotions with positive thoughts and focus on good experiences, and adjust emotions through their ability to confront stressful attitudes in order to reach emotional regulation.
3. The equal opportunities between males and females in social life has resulted in the elimination of significant differences in the emotional regulation between males and females and in scientific and human specialization.

## **Recommendations**

According to the above, and in the light of the research's findings, they recommend the following:

1. Mentoring centres in university colleges should be urged to take care of the emotional aspects of students and train them to organize their emotions to benefit them in their social interaction.
2. Urge teachers and teachers to use activities, events and strategies that motivate students to invest their energies and time and guide their effectiveness in order to serve their academic progress.

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