

## Emotional Regulation in Students of University of Wasit

By

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### Abstract

The aim of the current research is to identify the degree of emotional regulation, and to reveal the significance of the differences in emotional regulation according to the variable (sex - specialization), as the study sample consisted of (400) students from Wasit University, 1% of the research community, by (218). Male, (182) female students, were chosen by the stratified random sampling method, and the researcher used the descriptive approach in her study, and to collect data, the emotional regulation scale was adopted (1994, Thompson), which includes (38) items, and after collecting the data and processing it statistically using the T-test for one sample. The t-test for two independent samples, Pearson's correlation coefficient, and Cronbach's alpha).

**Keywords:** Emotional Regulation, University Students

### Search Problem

Life in societies varies from one society to another as a result of differences in values, customs, traditions and developments of other societies, as well as what individuals go through from the difficult living conditions within the society itself, and these differences directly affect the behavior of individuals and their psychological state, especially young university students whose minds are open and their ideas are clear at this stage, and they are a tool for development and change and on this basis the interest in studying the problems facing students increases. Which is one of the obstacles to progress, and development, and the decline in stability to which they are currently exposed has increased their anxiety about their future (Al-Issawi, 1985: 23), as well as facing a range of challenges in their external environment, which requires them to understand the nature of these challenges and employ various cognitive and emotional possibilities in order to face them, and solve them in a way that achieves their orientation towards life in a positive way (Al-Yahyaie, 2013: 11).

#### *The importance of research*

The concept of emotion regulation is one of the modern concepts that have emerged in the emotional field of psychology, as students show behavioral emotional strategies that work to regulate and control situations and experiences resulting from their interaction with their environment,

Psychology is no longer only concerned with all that is negative in personality, but has become focused on the positives and what a personality should be of positive competence and the traits it carries (Seligman, 2002:610).

In line with the focus of most research in this area, the term emotion regulation as used here specifically refers to the self-diversity used at its most basic levels, and emotional responses have direct reactions to emotive stimuli, which can be external, for example, the appearance of a dangerous snake, or internal, such as, the revival of pleasant memories Williams, 2010:65) , Emotional responses can include experimental, behavioral and physiological components, in general and the purpose of emotional regulation in any particular case of emotional response tends to fall into one or more of three categories:

- (a) to make personal experience more enjoyable.
- (b) to facilitate an individual's pursuit of his or her goals.
- (c) To allow appropriate responses to environmental demands (Koole 2009 (Hoeksema & Koole 2009))

Prevailing beliefs that emotions that occur in response to a stimulus can be self-reported, measured and monitored, and emotions can have a foundation (neurophysiological, cultural, developmental or contextual, for example: Changes in neurophysiological functions including heart rate, breathing, skin temperature and change in an individual's size can be measured to determine their emotional response (Keltner & Shiota., 2003:45)

An individual perceives an emotion as positive or negative and may be associated with a particular country's culture different from the other, for example: An individual who joins a particular family expresses feelings that are consistent with the feelings of other family members from the same country, If they show positive feelings, the person shows the same positive feelings as the negative feelings, On the contrary, an individual who engages in an environment different from his or her own country is likely to express feelings that he or she believes are appropriate, regardless of the feelings that are displayed by other family members. In contrast, pedagogical psychologists suggest that rushing to experience and expressing and interpreting emotions begins early in life, Through a periodic process, students learn how to recognize and convey their feelings to others and then understand how others respond to the emotional message sent by Kalat, 1994:123) &, Halberstadt),

Accordingly, this process coincides with one step affecting the next. The meaning of emotion can be linked depending on the context in which it occurs, such as: Social, cultural, personal, professional relationship, place) An example of which is intended is emotional affinity in which individuals' emotions become more similar over time (Mesquita, 2010: 66,). This phenomenon emerges between couples and roommates as well as among members of social and cultural groups with emotional affinity. "Agreement on standard and desirable ways of participating over time (mesquite, 2010:93)

### ***Research Objectives***

The aim of this research is to identify

- ❖ Emotional Regulation degree in University Application 0
- ❖ To Identify statistically significant differences in emotional regulation depending on a variable (gender and specialization).

### ***Research Limits***

The current research has been determined by the students of the morning study at Wasit University in its scientific and humanitarian faculties for the academic year (2021-2022)

### ***Definition of terms***

#### ***Emotional regulation***

Defined by (Thompson, 1994): as the regulation of emotions that contain the processes

associated with the generation of emotion, the regulation of emotional responses distinct from other emotions, the model includes seven areas (physiological formations, attention processes, regulation of internal emotions, interpretation of events, empowerment of the individual to deal with sources, regulation of emotional requirements for similar situations, selection of alternatives to adaptive responses).

Macklem, 2008: Emotional regulation is a complex skill set necessary for effective adaptation and successful social negotiations in life. (Macklem, 2008: 6)

### ***Theoretical framework and previous studies***

#### ***Concept of emotional organization***

Emotional organization is a set of processes through which individuals modify their feelings and emotional responses and how they respond to them. (Gross & John, 2003:34), as emotion regulation processes can be conscious or unconscious, often without thinking, and emotional regulation usually focuses on the emotions of individuals, although some theorists point out that emotional regulation can refer to attempts to influence other people's feelings (Gross & Thompson 2007:128)

Emotional regulation refers to the self-diversity used at its simplest level, and emotional responses are direct reactions to inflammatory stimuli, which can be external, for example, the emergence of a dangerous, or indoor, snake such as, the revival of happy memories (Williams, 2010:65), emotional regulation includes these goals largely by regulating the strength or duration of an emotional response, as an individual might expect to show people a typical pattern of emotion to reduce their experience with negative impulses and increase their experience with positive impulses, yet this is not always the case in fact it may sometimes be useful to increase negative impulses (As in the case of a debt collector who sows increasing personal emotions of anger in order to be more effective (Sutton, 1991:88), or to reduce positive feelings (such as a businessman may intentionally be to reduce amusement in order to stay serious during an important meeting, it is clear that emotion management behaviors can be useful and appropriate for different ranges depending on the context in which they work (Phillips & Power, 2007:211), therefore, whatever their immediate objectives, students do a variety of things in an attempt to regulate their emotions (Parkinson & Totterdell, 1999:66).

#### ***Gender differences in emotional regulation***

It is known that there are differences between males and females in emotion management patterns, as women are widely viewed as more emotional than men and have greater tendencies to express and experience emotionally in general (Barrett & Bliss Moreau, 2009: 55), on the contrary men are generally seen as often suppressing or avoiding emotions (or both), and it is interesting that research shows that individuals tend to interpret women's feelings as representative of their personality, They are deeper, clearer and more consistent, while men's feelings are more attributable to attitudes they experience when it comes to organizing their emotions. Sex role theory suggests that women may be more likely to organize their emotions negatively and internally, while the more active role of men may lead them to suppress or avoid their emotions directly. (2002:198, Tamres & Janicki Helgeson &), in general women seem to support the use of most emotion management strategies, including cognitive reassessment, to a greater extent than men. However, the results are less decisive when it comes to expressive suppression. While some studies do not report gender differences at all in this strategy Nolen-Hoeksema & Aldao, 2011:518)

#### ***Model: Emotional Organization***

##### ***Model Cross (Gross, 1998)***

Cross presented, a model of emotional regulation processes, and noted that all emotive and non-sensory strategies are used to reduce or increase one or more ingredients for emotional

response. Cross has referred to the existence of essential ingredients that are, the physiological component and include physiological responses, such as blood pressure and heart rhythm, The behavioral component, which includes behavioral responses, expertise and subjective feelings and life experiences, can use a number of strategies.

***Choice of position***

Kroos referred to this strategy as optional, which is the ability of the individual to choose between two or more situations, so he can stay at home instead of going to the party, because there is someone at the party who does not like to see him.

***Distraction***

It refers to the process of changing attention towards situations, such as when an individual closes his eyes when he sees someone shooting.

***Modify the situation***

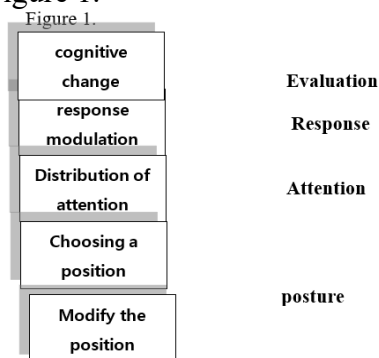
A person modifies the situation when exposed to the most different situations of emotions, for example when a person watches a TV show that he does not want, he will probably change the TV channel

***Cognitive change***

Its the process of using a cognitive meaning of a situation or event, and cognitive reassessment, which means that an individual can reassess the cognitive situation to extract possible emotions that occur in the situation and reduce its effects.

***The Modification Of The Response***

also called( the suppression of the emotional response,) refers to its application after the emotional response has occurred, that is, the individual ceases to continue his expressive behavior of emotions in that situation and the benefit of this strategy is social accommodation, submission to the orders of the group or acceptance of the situation (Gross, 1998: 280) as in Figure 1.



**Figure (1) shows the processes of emotional regulation**

Main finding	Tools	Sample	Variables	Name of researcher	T
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The results of the study showed the existence of a statistically significant negative correlation between aggressive behavior and emotional regulation	The researcher used the Aggressive Behavior Scale by Arnold Bus and Mark Perry (1992).	The sample size is (150) male and female students, of whom 32 are males, 118 are females	Aggressive behaviour and its relationship to the ability to regulate emotion in a sample of students of Damascus University.	Al Mahmoud:2017 2
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### ***Search Procedures***

This chapter refers to methodological aspects and procedures, and includes the research curriculum currently used and its variables, such as the research community and its sample, as it includes clarification of the tools used, from their application, and correction, as well as the research procedures and statistical methods used to arrive at data processing and exit, with research results.

### ***Research Method***

The researcher relied on a comparative analytical descriptive approach that indicates and analyses what exists and is appropriate to the nature and objectives of the research, although it provides the ability to describe the relationship between two variables and more by the body of laws (Jaber, and Kazim, 1987:134).

### ***Research community***

The current research community consists of students of Wasit University for the academic year (2021-2022), numbering 15,479 students distributed to 12 scientific and humanitarian faculties. (10) Scientific colleges and (4), humanitarian colleges disaggregated by sex by percentage (50%), males, and (50%) females, with the number of students in human colleges (6671) Male and female students (3098) (3,573) Female students in scientific colleges (8808) A male student (4610) and a female student (4198), as shown in table (1).

**Table (1) Research society according to (male-female) (scientific- humanitarian)**

T	College	Scientific Faculties			T	College	Humanities Faculties		
		Male	Female	Total			Male	Female	Total
1	Dental	182	182	364	11	Law	367	331	698
2	Veterinary	72	77	149	12	Literature	326	426	752
3	Administration and Economics	1507	1127	2634	13	Education	592	742	1334
4	Education for Science	567	610	1177	14	Basic	1813	2074	3887
5	Exchange	247	301	548					
6	Computer Technology	234	239	473					
7	Information	122	341	463					
8	Agriculture	552	354	906					
9	Fine Arts	490	164	654					
10	engineering	637	803	1440					
	Physical Education	4610	4198	8808		Total	3098	3573	6671
	Total						15479		

### ***Research Sample***

The researcher selected the sample of the research in the random stratification method of the total research society, reaching 400 students (3%) of the research community distributed to the Faculty of Human Education in reality 100 male students and 60 male students (40) Female and 100 students in the Faculty of Arts 55 males and 45 females and Faculty of Administration and Economics (100) Students and students (58) males and (42) females and Faculty of Education for pure sciences in reality (100) Student and doctor (45) male and (55) female, and table (2) shows this.

### ***Sample research from Wasit University colleges***

ت	Colleges	Specialization	Male	Female	Total
1	Pure Education	scientific	45	55	100
2	Management and Economy	scientific	58	42	100
3	Faculty of Education	Humanitarian	60	40	100
4	Humanities	Humanitarian	55	45	100
	Faculty of Arts		218	182	400

### ***Research Instruments***

To achieve the objectives of the research, tools were provided to measure emotional regulation among the students of Wasit University, after the researcher was briefed on the research and studies related to the subject of the current study.

### ***Emotion Regulation Scale***

Each tool has its advantage in collecting information for current research aimed at measuring emotional regulation, a scale is the best way to achieve this purpose (Van Dalen, 1984: 233), after the researcher was briefed on studies and research related to emotional regulation, where the researcher adopted the measure of emotional regulation (Thompson, 1994) to measure students' emotional responses.

### ***Scale description***

The measure consists of (38) paragraphs in the light of a scale with a five-step gradient (occurs severely, happens a lot, sometimes happens, does not happen much, does not happen severely), does not occur severely), and estimates the scores (1,2,3,4,5), and the truthfulness and stability of the paragraphs of the scale has been ascertained.

### ***Logical analysis of paragraphs***

Measure of Emotional Regulation (Thompson,1994) was adopted and presented to a group of arbitrators, numbering 15 arbitrators, to demonstrate how sincerely they judge the paragraphs of the measure, and how much each paragraph was drafted, and the results indicated agreement among most arbitrators on the paragraphs of emotional organization, in terms of their suitability to measure the objective through the factual and constructive truthfulness of the arbitrators.

### ***Sample clarity of instructions and paragraphs***

For the purpose of knowing the clarity of the paragraphs of the scale and the instructions and time taken to answer the scale, the researcher applied the scale to 400 students from the research community at Wasit University, and the results indicated that the paragraphs of the scale were very clear

### ***Statistical Analysis of Emotional Regulation Scale Paragraphs***

Statistical analysis of scale paragraphs is one of the main steps because it makes it more honest and stable. Measurements and evaluators agree that honesty and consistency are among the most important psychometric properties (Spring, 2008: 32), because honesty does not depend on the scale alone, but on its purpose and the group with which it is used, and on the method of correction and application (Ebel, 1972:447 in order to ascertain the search tool that it is actually designed to measure the research goals, the researcher has adopted two types of honesty (virtual honesty, and construction honesty). The researcher has verified the psychometric properties of the emotional regulation scale as follows.

#### ***Measurement validity***

The authenticity of the instrument is one of the important means of judging the validity of the instrument, which measures what it is designed to measure (Al-Dahir et al., 1999:132). The researcher has verified two types of honesty: apparent honesty and construction sincerity as follows:

#### ***Apparent honesty***

Ostensibly honesty is adopted to verify the general appearance of the instrument in terms of the type of paragraphs, their clarity and how they are formulated, as well as to address their instructions and the accuracy of their subjects (Al-Ajili et al.,

1990: 130), the researcher presented the paragraphs of the scale to a group of (15) arbitrators specialized in educational psychology, measurement and evaluation, to judge the validity of the paragraphs in terms of the clarity of their wording and suitability to measure the field to which they belong, as well as to express an opinion on the validity of instructions and alternatives to answer, and to verify the validity of the paragraphs in measuring what they were prepared to measure, the percentages of the opinions of the arbitrators and their statistical significance were extracted using the test (square of Kay) and table (3) showing this.

**Table (3) Percentage and value of the Kay square of the opinions of the arbitrators on the validity of the paragraphs of the Emotional Regulation Questionnaire**

Paragraphs N.O	N.O of approval	Disagreeing	Percentage	Calculated Ka value
22,32,33, 28,1,3,5 30, ,7,14,15,20, ,2,6,8,9,10 ,19,34,35	17	—	%100	17
,13,18,23,26 ,11,12,16,17	16	1	%94,11	13 , 235
21,24,25,27	15	2	%23,88	9 ,941
36,37,38 ,29,31	14	3	%35,82	7 ,118

#### ***The tabular value of the Kai square (3,84), at a level (0,05), with a degree of freedom (1)***

Note from Table (3) that all paragraphs are statistically significant if the calculated value of Kai is greater than the tabular (3.84), at the level of (0.05), with a degree of freedom (1), so no paragraph of the tool was excluded and the performance paragraphs (38) paragraphs were proven, and the researcher has committed to apply all the observations and adjustments referred to by the experts to become meet the requirements of apparent honesty.

## **Stability**

To ensure the stability of the paragraphs of the measure of emotional regulation, the researcher adopted the following methods:

### ***Re-test method***

In order not to extract stability, the paragraphs of the scale were reapplied to a sample of students to calculate the re-stability of the emotional regulation scale, where the coefficient of stability of the scale as a whole reached (0.84) degrees and as shown in table (4).

**Table (4) Values of the coefficient of stability by the method of retesting of emotional regulation**

Variable	Coefficient of stability
Emotional Regulation	0,84

### ***Facronbach method***

one of the methods measuring internal consistency between the paragraphs, where the persistence factor (0.90), which was extracted by fakronbach, and table (5) shows this

**Table (5) Alfacsonbach Method Stability Coefficient Values for Emotional Regulation**

Variable	Facronbach
Emotional Regulation	0,90

### ***The scale is in the final form***

The scale in its final form consists of (38), a paragraph, according to a five-step gradient (occurs severely, happens a lot, sometimes happens, does not happen much, does not happen severely), and the scores are estimated by giving positive statements scores (1,2,3,4,5).

### ***Statistical Means***

The researcher used the Statistical Portfolio for Social Sciences (SPSS) in the analysis of data and used the following statistical methods:

### ***Presentation, Interpretation and Discussion of Results***

#### ***Interpret and discuss the results***

The results of the first objective: to identify the degree of emotional regulation among the students of Wasit University.

To achieve this goal, the researcher applied the measure of emotional regulation to the students of Wasit University (400) students, as it was found from the results of the analysis of the data, that the average score of the sample was (132.67), with a deviation of (14.02), which is less than the hypothetical average of (114), and when calculating the significance of the differences between the average score of the sample on the scale and the hypothetical average using the T test for one sample, He pointed out that the calculated values of (26.62), are greater than the tabular (1.96), as it is clear that students have above-average levels of emotional regulation as indicated in Table (6).

**Table (6) Results of the T test for one sample**

Emotional Regulation	SMA	Standard deviation	Hypothetical mean	T value		Indication
				Calculated	Tabular	
	132,67	14,02	114	26,62	1,96	Significant

The results of the research indicate that university students have high emotional regulation when exposed to emotional situations and also have the ability to use emotional responses, as students control their emotions to a high degree. Differently, by using specific



processes of emotional regulation when dealing with stress and relying on emotional competence, there are various strategies of emotional regulation such as choosing a situation or avoiding environments in which unwanted emotions occur, and these findings are consistent with a study (Al-Mahmoud, 2017).

### *The second objective*

to identify the differences of statistical significance of emotional regulation according to the variable of gender and specialization.

### *Gender*

The results of the measure of emotional regulation in (males - and females), indicate the absence of differences of statistical significance, as the calculated value (0.019), which is lower than the tabular of (3.84), at the level of significance (0.05) and the degree of freedom (399), indicating the absence of differences between the sexes, on the scale of emotional regulation in students of Wasit University, as indicated in table (14).

## **Specialization**

The results indicated that there are no statistically significant differences according to the variable of specialization (scientific, humanitarian), as it was found that the calculated value of the adult, (0,291), is smaller than the *التنظيم* value of (3,84), and this indicates that it is not a function at the level of (0.05), as well as the results indicate the absence of interaction between sex and specialization and table (7) shows this.

**Table 7** showing the interaction between sex and specialization for the measure of emotional regulation

Contrast source	Total squares	Degree of freedom	Average squares	Calculated F value	Indication
Gender	,882	1	5,886	0,019	Non significant
Allocated	308,25	1	308,252	0,291	Non significant
Gender*Specialization	1057,57	1	1057,57	0,042	Non significant
The remaining error	2491,33	396	2491,335		
Total		399			

Tabular Alphabetical Value = 3.84 with a degree of freedom (1-399), at a significance level of 0.05

This result indicates that there are no differences in emotional regulation between sex (male-female), as the average score for gender (5,882), while the average grades of specialization (scientific - humanitarian), (252, 308), score, as this result indicates that university students (males - females), enjoy one emotional organization and this emphasizes the role of the environment and the university atmosphere in dealing with gender .

## **Conclusion**

The researcher concluded the following:

1. The students of the university have a degree of emotional organization and emotional innovation.

2. There is a close correlation between the two variables of emotional regulation and emotional innovation.
3. There are no statistically significant differences between the gender variable (male-female) of the two variables of emotional regulation and emotional innovation.
4. There are no statistically significant differences between the type of study (scientific - humanitarian).
5. There is a positive relationship between emotional regulation and emotional innovation

## **Recommendations**

Based on the researcher's findings from the above results, she recommends the following:

1. Activating the role of educational institutions in raising awareness and attention to the degree of emotional regulation in various university situations.
2. Include university study materials with activities and tasks to know the methods of emotional regulation.
3. Holding a seminar and workshops to introduce the parents of students to the importance of emotional regulation in life in general and university study in particular.
4. The need to use the techniques available in the local environment in the synthesis of activities and works of art using original innovative methods.
5. Develop appropriate educational plans to pay attention to innovative abilities as the most important obstacles to building the personality of students

## **Propositions**

1. Conduct a study to know the impact of emotional regulation on solving problems and making decisions.
2. Conducting a study to know the relationship between emotional regulation and emotional intelligence of university students.
3. Conduct a comparative study to know the impact of emotional regulation between government colleges and private colleges.
4. Conducting a study to know the impact of emotional innovation on the local environment of Iraqi university students

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