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THE RELATIONSHIP BETWEEN DIFFERENTIATION, LIFE QUALITY AND PROBLEM-SOLVING STRATEGIES WITH STUDENT EMOTION REGULATION

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ABSTRACT

Objectives: The purpose of this study was to investigate the relationship between differentiation, quality of life and problem-solving strategies with student emotion regulation. Methodology of the research: This study was a correlational study. The statistical population of the study consisted of all female undergraduate students of Borujerd Islamic Azad University in the second semester of the academic year 1396/1395. There were 3196 people among who 100 students were selected by non-random sampling method and based on literature of the research; valid research methods book (Delavar, 2017). The questionnaires were completed. For measurement of the research variables, they used a self-differentiation questionnaire (2003), quality of life (World Health Organization, 1996), problem-solving (Hepner & Patterson, 1982) and emotion regulation (Grass & John, 2003) Was used. Data were analyzed using Kolmogorov-Smirnov test, Pearson correlation coefficient and multivariate regression. Results: The results of this study showed that regression of emotion re-evaluation component was significant with differentiation, problem solving and quality of life components. Also, the component reassessment component with trust component was a reverse and significant problem solving. Meanwhile, the relationship between re-evaluation component and quality of life components was significant. But the relationship between the components of emotion control and the differentiation was not significant. It was also found that the regression of the component of excitement suppression with the components of differentiation, problem solving and quality of life was not significant. Conclusion: Based on the findings of this study, it is concluded that the students' thrill adjustment especially the redevelopment component, differentiation, quality of life, and problem solving strategies play an important role.

Keywords: Differentiation, Problem Solving Strategies, Quality of Life, Students.

INTRODUCTION

Nowadays, students have very crucial role in the management and the future of a country, so they are considered as the most principle and at the same time, the most delicate groups of every society. This issue gains importance while it gets clear that Iran is considered as a young country. There are some stressing factors during their education on the university such as being far from the family, new environment, freedom, lack of parents' supervision, graduation concerns, job problems, emotional concerns, heavy homework, financial problems, interpersonal issues, value interferences, change of concerns and life style (Nedae, Paghoosh, Sadeghi 2016). Such kind of stresses and tensions create negative emotions in students that demands empowering and reinforcing ability to control the emotion.

The most principle variable that is able to help students at the tensioning situations is regulating emotions and thrill. Regulating emotion include creating thoughts and behaviors that inform people about their emotions, the time creating emotions and the way of displaying them (Gross, 1998, 1999). Emotions have high quality in a way that they can create positive or negative reactions in people. If the emotions are according to the situation and conditions, they will create positive reaction otherwise they will create negative emotions. So, when the emotions are long term or severe and are not coincide with the conditions, they should be regulated. (Heydari, Eghbal, 2010). It seems that there are some other variable related to creating and enforcing emotion regulation among students.

Aldo, Hooria, Goldin and Groos (2014) stated about explaining theories related to emotion regulation guidelines that emotional disorders and their regulation issues will have pathological results. Halajani (2010) concluded in his research that the guidelines for regulating emotions will meaningfully predicate test stress of students. Additionally, the result of Abolghasemi, Beigi and Narimani (2011) demonstrated that positive guidelines of emotion regulation are effective on the decrease of testing stress of students.

One of the most important variables in regulating students' emotions is differentiation. Since, emersion degree of differentiation of each person is discretizing cognitional process from emotional emotions that is ability of each individual for preventing from behavior's self-adherence from emotions shows the level of differentiation. The degree in which each person can be detached from this emotional context is called differentiation (Goldenberg and Goldenberg 2003). Differentiation points to individual's ability in denoting from family emotion context (Khanlari, Fahimi, Beirami & Mojtabaie 2015).

Khanlari, Fahimi, Beirami and Mojtabaie (2015) reseach shows that those people having less level of differentiation with family emotional system are disable in discovering emotion ending situation and restarting it, so they can't control their reactions and behavior. On the other hand, high level of differentiation points to high discretion of family emotional system. When emotional context is light, individuals will have more freedom in order to act according to their wills in a clear situation. The people with high level of differentiation are able to use intellectual system in decision making processes in specified situations.

The process of differentiation has important role in the decrease of chronic stress of students and having a healthy life. Since students' personality forms according to his/her family member, this period of life has important and key role in the formation of healthy personal entity and decrease of chronic stress in the future. On the other hand, since the absence of differentiation or its low level of differentiation shapes align with the relationship of students with other members of the family, students who encounter this problem should use a method that concentrate basically on the active correlation of human and also is able to pay deep attention to the past or present problems of the people (Soleiman nejad 2010).

Skowron, Stanley and Shapiro (2009) study on some of the students showed that high level of differentiation has negative correlation with the interpersonal and psychological problems, that is individuals who show the highest emotional reactions and are not able to adjust their emotions feel less self- clearness in their relationships. Nut and Scorn (2004) showed in their research that there is a significant correlation between low level of differentiation and high level of chronic stress among students. Additionally, Momeni (2013) in his research on the correlation between anxiety and stress and differentiation showed that the women having high



level of differentiation have low level of anxiety and positive relationship with the family members.

The other important variable that may be effective on the emotion regulation of the students is life quality factor. Life quality is total health of the people in four dimensions including physical, social, environmental and mental contexts. The life of each person is full of problems and difficulties that can bring emotional, cognitional and behavioral reactions. Life quality can affect the way of emotional reaction to unwilling events of life. Some researches define life quality by concrete approach. Concrete approach defines life quality as the conspicuous cases and related to the standards of life this case include physical health, personal condition, social relationship and other social and economic conditions. On the other hand, mental approach defines life quality as coincide with the happiness and satisfaction. This approach emphasize on the cognitional factors in assessing life quality (Mokhtari and Nazari 2010).

Life quality is an active concept in which values, needs, personal and social attitudes can be change in reaction to events and experiences. On the other hand, every aspect of life quality can put influential changes on other dimensions of life (World Health Organization, Newa and Tylor 1992).

Students forms a large part of each society and they are exposed to losing their public health because of reasons such as being far from their family, economic problems, the condition of youth, mass of homework, unclear future job and so on. According to these conditions, students live in a period of their life that the decrease of life quality put them in an unsuitable condition. Students are talented and selected group of the society and their life and health quality affect their learning process and increase of scientific awareness and academic achievement. Soltani, Kafi, Slalehi, Kareshki and Rezaee (2010). Different researches demonstrate unsuitable psychological behaviors such as anxiety, stress, depress, negative emotions and so on in the university environment (Esfandiary, 1999)

Navabinejad (2006) cited in his research that students suffer basic problems such as educational, financial, marriage, personality, behavioral and social issues that influence negatively their life quality. Kafi, Bolhari and Peirovi (1998) and Omidian and Masoomi (2006) also introduced student life as an stressing environment that has negative effect on their life and increasing the level of factors that influence life quality and their health is very important. Vaez et al (2004) pointed out in their study that quality life students has trivial significant difference than the non-students with the same age. Barghandan (2016) also emphasized on the positive effect of life quality on the emotion regulation of students. They found out that people who have high quality of life have more ability in controlling their actions and behaviors in stressing and challenging conditions. On the other hand, people who have low quality of life demonstrate unsuitable and negative and uncontrolled behaviors. Study of Brown (2000) also showed that in different aspects of life quality, problems about emotional health is more than problems about physical health.

In addition to differentiation and quality life, there is another variable that can influence controlling students' emotions that is called problem solving guidelines. Problem solving is a kind of cognitive- behavioral- emotional process that is used by the individuals in order to solve real life problems in an environment and is considered a key point in managing emotions and mental welfare (Siu & Shek 2010). Indeed, problem solving is a rational and regular process that help individuals to control hard situations of life and their effect on the emotion



and decrease or prevent psychological tensions (Mahen, Boyd and Gashe 2015). Studies points to the lack of problem solving skills in most of the psychological conditions (Murawski et al 2009).

Methods of problem solving as a useful tool for encountering most of the situational problems and finally conserving personality discipline are very important. Studies related to the effect of educating this skill on the different psychological, social, cultural and educational aspects are increasing.

Additionally, the results of some meta-analytical research like Mallof et al (2007) showed that training problem solving skill is effective on the decrease of psychological signs. Students are not except from this role like other groups of the society. As mentioned above, students have crucial and exclusive role in the future of a country. Having skill and science about it is not enough for their personal and professional successfulness, yet encountering methods are also important. So, before entering to the work place and society, students should be aware about their feelings, attitudes and behaviors encountering with other people and try to compose these values with their own professional values in order to have more consistency with their new roles and different manners (Alton, 2003). Although, it is expected that students should select the best solution in encountering problems, the results of studies show that that students lack enough skills for solving problems and in the current situation students should solve the problems rapidly (Altun 2003, Moatari, Abedi, Amini, Fathi, 2011), Salehi, Bahrami, Hosseini, Akhondzede 2007).

Altun (2003) measured the skill of problem solving in 150 nursing students. The results showed that they don't have skills of problem solving formation. Moatari (2005) also stated that mean score of critical thinking course of level four students of university of Tabriz is 10.73 and mean of this score in the students of Tehran University is 11.86. In this mean, part of critical thinking score depends on the problem solving skill and decision making power.

Finally, according to this point that emotion regulation of individual can be affected by their relationship in family system emotion and differentiation (Dehghan, Rasooli, Abbasi, Pirani, 2015) and since quality life and problem solving power of people is related complexly to regulation management and lack of researches in Iran in this field and is heterogeneous with other researches, the aim of this research is investigating relationship between differentiation, life quality and problem solving guidelines with emotion regulation among students.

METHODOLOGY OF THE RESEARCH

According to the constancy of the variables and investigation the correlation between differentiation, life quality and guidelines for solving problems with the emotion regulation in the students this research is correlational one. The research considers differentiation, life quality and problem solving guidelines as predictive variables and emotion regulation as an evidence variable. Population of the research includes all female undergraduate students of Borujerd Islamic Azad University in the second semester of the academic year 1396/1395. There were 3196 people among who 100 students were selected by non-random sampling method and based on literature of the research, valid research methods book (Delavar, 2017). By observing necessary moral commitments and by getting the adhesion of samples and also ensuring them about their personal information, the questioners passed out to the students.



Finally, spss version 20 was used in order to analyze data. The research used 4 questioners as follow:

Reach tools

- 1- Self- differentiation questioner: the main form of the questioner is prepared by Scorn and Friedlander (1998) and the final test is created by Jackson in 46 items based on Bowen theory and is reviewed by Smith and Scorn (2003) that has four components including emotional reactivity (11 articles), my position (11 articles), emotional escape (12 articles) coalescing (12 articles). The aim of preparing this questioner was assessing the level of differentiation with concentrating on the current relationships and important events of life. The items of this questioner are included in 1 to 6 spectrum of Likert (1= it isn't true about me at all and 6= it is completely true about me). The lowest score of the questioner was 45 and the highest was 276. The high score means differentiation and the lowest score means no differentiation. Validity of this questioner is applied in the Pardjani et al (2016) research by construct validity using Amos-21. Pattern index of supportive factor analysis shows that the scores of indexes are close to fitness criteria and verified factor analysis pattern is acceptable. Azadi et al (2016) used exploratory factor analysis in order to determine construct validity of the questioner. In order to perform exploratory factor analysis, first they investigated the quality of correlation matrix and also sampling capability of the content. The score of Bartlett was 4.78 that was significant in level 0.001 and coefficient of KMO was 0.73 that showed that the data of matrix are significant and sample size is acceptable. Based on the factor analysis data using the main components analysis and varimax rotation 4 factors gained with special value more than one that explain total variance by 59.63. Verified elements according to the percentage of special value of variance that evaluates amount of coordinated validity is as follow: mean variance for emotional reaction is 0.71, emotional escape is 0.66, coalescing is 0.60 and my position equals 0.53. validity of this questioner is reported in the research of Scorn and Fred lender (1998) using cronbach Alpha coefficient for the components of emotional reaction, my position, emotional escape and coalescing and all of the questioner is reported as 0.83, 0.80. 0.80. 0.82 and 0.88 respectively. In the research of Plag and Popko (2004) correlation coefficient is 0.86. Validity of the entire questioner in Iran is also assessed by Kazemian and Delava (2012) about 0, 86 that shows this questioner is valid. In the research of Fakhari and et al (2014), 348 students of Shiraz University filled this questioner for investigating its validity. The results of factor analysis showed that structure of this questioner points clearly to four elements of coalescing, emotional escape, emotional reactivity and my position. This research also shows that validity of this method by cronbach Alpha is 0.721, and for sub scales of emotional reactivity, my position, emotional escape and coalescing are 0.681, 0.587, 0.566 and 0.615 respectively.

2- Life quality inventory

This tool a summarized version of life quality questioner that is encoded by World Health Organization as a multi aspect and multi-lingual tool for evaluating life quality with the capability of being used in different cultures (World Health Organization, 1998). Above mentioned questioner has 26 items and evaluating each question is done by 5 score of Likert.



The first two questions don't belong to any area and assess life quality and health conditions totally. This questioner assesses mental and physical health and social relationship through 24 questions (each dimension has 7, 6, 3 and 8 questions respectively (Kuyken, Erly and Hadelson 1994). After performing necessary calculations in each dimension, we will get scores of 4-20 that is the worst and the best situations. This scores are changeable to 0-100. The more the achieved score in each dimension, the high the level of positive attitude of individuals toward life (World Health Organization 1996). The results of Nejat et al (2009) research shows variability, and acceptability of structural elements of this tool in both healthy and unhealthy groups. In the research of Anbari and Nojoomi (2005) coefficient of Cronbach Alpha is 0.92 for all scales. Validity of the entire research is also 0.899 and for sub scales of physical health, mental health, social relationship and environment health are 0.749, 0.756, 0.311 and 0.762 respectively.

3- Problem solving questioner

This questioner is written by Hepner & Peterson (1982) in order to evaluate sample's understanding about problem solving behaviors that has 35 articles and is assessed in 5 scales spectrum. In this scale the highest and lowest scores are 192 and 32 respectively that getting high score shows lack of having skills in problem solving issue and disability of individual in these skills and the lowest scores demonstrate the level of familiarity with the constructive problem solving skills. Questioner validity is reported during two weeks in the ranges of 0.83 to 0.89 and Cronbach Alpha is 0.756. Test validity is reported acceptable by the questioner makers.

4- Emotion regulation questioner

This questioner is created by Gross and John (2003) in order to investigate the way of regulating and managing emotional life of people. This questioner has 10 items that uses 5 scales spectrum of Likert. It has two sub scales that are suppression (4 items) and retesting (6 items). The lowest and highest scores of this questioner are 10 and 70 respectively and the lowest score means the least emotion regulation and the highest score means the most emotion regulation. Cronbach Alpha coefficient of two scales about retesting and suppression are 0.79 and 0.73 respectively and correlation coefficient of three month relearning is 0.69 (Gross and John 2003). Internal coefficient of this scale in employees of the U.S and Catholic students of Milan is assessed in the range of 0.48 to 0.68 and for suppression it was 0.42 and 0.63. Correlation coefficient of retesting is reported with positive emotion scale (-0.15) and negative emotion (0.04) this scale is investigated in the culture of Iran. Validity of the scale based on internal similarity (with the cronbach Alpha of 0.6 to 0.81) and validity of this questioner is reported through factor analysis by varimax rotation and correlation between two sub scales ($r=0.13$) (Mashhadi et al 2013). Cronbach Alpha of this research is calculated 0.738 for the entire score.

RESULTS

The results of the research are presented in two sections, the first part includes descriptive information related to investigating variables and the second part consists of deductive information.



Table 1 .descriptive statistics of emotion regulation, differentiation, and problem solving guideline variables

Variables	Mean	Standard deviation	Least	Most
Component about retesting emotion regulation	26.09	7.85	7	42
suppression, emotion regulation component	13.89	5.18	4	28
Emotional reactivity, differentiation component	33.82	9.07	11	58
My position, differentiation component	44.55	8.14	22	64
Emotional escape, differentiation component	46.84	8.69	21	66
Coalescing, differentiation component	37.57	8.49	19	61
Trusting to problem solving, differentiation component	30.93	6.97	17	51
Tendency to avoidance, problem solving	50.43	8.56	31	75
Personal control component, problem solving	19.33	4.75	9	30
Physical health component, problem solving	25.29	4.72	9	35
Mental health component, life quality	19.02	4.40	7	29
Social relationship component, life quality	10.31	1.89	5	15
Environment health, life quality	24	5	10	34

**Table 2. Correlation coefficient of retesting, differentiation, problem solving guideline and life quality**

Correlation coefficient	Square correlation coefficient	Mean square correlation coefficient	Assesses standard error	Durbin-Watson
0.532	0.339	0.256	6.74	1.85

As the table 4-3 shows correlation coefficient of retesting components with variables of differentiation, problem solving guidelines and life quality is 0.532 that is a moderate coefficient. And square correlation coefficient is 33.9. Durbin Watson is 1.85 that indicates independency of the variables.

Table 3. the results of one way variance analysis (Anova) about multi variable regression

	Freedom degree	Mean squire	F	Sig.
Regression	11	186.44	4.1*	0.001
Reminding	88	45.42		
Total	99			*p≤0.05

According to table 4-4, multi level regression variables about retesting component, is significant with components of differentiation, problem solving and life quality variables ($p=0.001$, $F_{11.88}=4.1$)

Table 4. correlation coefficient of components of suppression, differentiation, problem solving guidelines and life quality

Correlation coefficient	Square correlation coefficient	Moderated square correlation coefficient	Assessed standard error	Durbin Watson
0.392	0.154	0.048	5.05	1.96

AS the table 4-6 indicates, correlation coefficient of components of suppression with components of differentiation variables, problem solving guidelines and life quality is 0.392 that is considered as a weak coefficient and square correlation coefficient equals 15.4 percent. Durbin Watson is 1.96 that shows independency of the variables.

Table 5. the results of one way variance analyses (Anova) about multi-level variable.

	Freedom degree	Mean square	F	Sig.
Regression	11	37.12	*1.45	0.165
Reminding	88	25.56		
Total	99			* $p \leq 0.05$

DISCUSSION

The research aims on investigating correlation between differentiation, life quality and problem solving guidelines with the emotion regulation among students of Islamic Azad University of Boroojerd. The results of the research indicated that component of emotion regulation explain well the component of differentiation, problem solving, and life quality of students and the component of emotion regulation suppression does not explain well the differentiation, problem solving and life quality of students. Regarding to the result of significant correlation of emotion regulation and differentiation is coincide with the research findings of Kashefi, Tughchi (2016), Naeemi et al (2015), Rodrigues (2016), Bridgett et al (2013). Explanation of this finding shows that differentiation is ability for making relationship between dependency and independency of a person inside the family, ability of family system and its member for managing emotional reactions and ability for differentiating between thoughts and feelings (Bowen 1987). Less differentiated people or more differentiated people have reaction and most of their energy is toward experience and feelings. It is difficult for such kind of people to be indifferent in reaction to others feelings and is prisoned in an emotional world (Popko 2002). The level of differentiation of each person is observable in stressing situation in a best manner and the degree in which a person can control his/her behavior according to clear and thoughtful principle shows his/her differentiation level (Thorberg & Lyvers 2006). Differentiated people don't feel any necessity for being apart from others emotionally they are able to conserve their own dignity. Differentiation is demonstrated in the ability of stating my position (Tuason & Friedlander 2000, Skowron 2000). Differentiated people are leader by themselves, they have their own thoughts and feelings and don't need any necessity in devoting themselves to the other's expectations. They are adaptable with the

stressing situations not because of their intelligence yet they have ability for managing stressing situations in any kind of conditions. As a result, they have rich cognitional resources that allow them to give reasonable and flexible reactions to the life conditions (Najaflooee 2006).

Regarding the significant correlation of emotion regulation and life quality are coincide with the results Behzadi and Rabani zade (2017), Haghayegh et al (2015), Alaee Hkaram (2014), Mazaheri et al (2014) Ghalenei et al (2014), Aluja (2017) Johnsson (2017), Hebert (2017), Innamratia et al (2016) Ciuluvica et al (2014) Philips et al (2009) and Margaret (2014). Explaining this findings shows that life quality is correlated with the self-assessment. This assess depends on the reciprocal reaction of people, in positive reactions with people, the key important and effective result on the life quality is self-respect that increases. Since social people have high level of self-respect but self-strange people live in isolate and have less self-respect (Schussler & Fisher 1985). People having high level of emotion regulation skills such as positive re-concentration, positive reassessment and acceptance to stressing events as challenge as a chance not a threat for security, as a result they experience less physiological and emotional disorders in their life (Rezaee, Azadi, Ahmadi 2006).

Regarding the results about the significant correlation between emotion regulation and solving problem are coincide with the findings of Nazemi poor et al (2015), ZAaree et al (2015), Trives et al (2016). Explanation of this findings shows that according to complexities coming from rapid development of technology problem solving guidelines in learners is considered as the most challenging issue in the educational system of every country, because skill for solving problems is considered as the most important demand in solving everyday problems. Problem solving is considered as the contrastive and practical skill that increases self-confidence and efficiency that includes 5 steps: self-understanding, problem definition, preparing and during the procedure of problem solving is the proper time. A list of different solutions, making decision about the most suitable solution and trying the selective way that people can discover the ways of best manner with challenging events of life (Hayatpoor, 2014). Additionally, the level and frequency of emotions increase by efficient adjustment of emotions and this change in the equation of emotion quality facilitates thinking and performing function of mind and increasing success of problem solving (Nedae, Paghoosh, Sdeghi 2016).

Retesting emotion regulation is a shape of cognitional change that includes description of a potential situation of evoking emotion in a way that changes the effect of emotion (it increase negative emotion). Three variables of differentiation, life quality and problem solving guidelines can be created by education and help people in stressing situations in order to change their thinking and attitude toward condition but it is not able to prevent primary reaction of people to the situation. So it can be concluded that variables of differentiation, life quality and problem solving guidelines are correlated with the component of retesting emotion controlling but they don't have correlation with the component of emotion suppression.

CONCLUSION

According to the research findings it is necessary to pay more attention to emotion regulation of students as an important generation of country. Because different researches show that increasing affectivity of health centers in universities decreases psychological and social problems of students. So, operating mental health centers and organization in the universities



and increasing facilities can improve students' health. On the other hand, performing more researches in the field of differentiation, life quality and problem solving guidelines of students is needed in order to find out about the reasons for decrease of differentiation level, life quality and problem solving guidelines in this group of the society. We hope that more researches will be done and complete the findings of this research and more variables about this subject. At the end, it is suggested to compare this issue between students with other same age people about the total score of emotion regulation and separate sub-components of this subject in order to be able to state defiantly about students' emotion regulation.

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