



Comparison of Difficulties in Emotion Regulation and Aggression Aspects Between Females and Males High School

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ABSTRACT

The aim of this study was to compare the difficulty in emotion regulation and aggression aspects between females and males high school in Tehran. This is descriptive and causal-comparative (post facto) Research. The research population was Tehran high school students in the academic year 2014 -2015 and the sample with 200 people were selected with Cluster random sampling method. The data collection tool was Gross difficulties in emotion regulation questionnaire and Eysenck Aggression Questionnaire (AQ). To analyze the collected data was used of descriptive statistics such as mean, range, Standard Deviation and in inferential part was used of independent t-test. Finally found that, there are significant differences between components of emotional responses rejection, difficulties in purposeful behavior, impulse control problems, limited access to emotion regulation strategies and a lack of transparency in males and females. It was also found that, lack of emotional awareness among females and males are not significantly different.

Keywords: difficulties, emotional regulation, Dimensions of aggression, high school students.

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INTRODUCTION

Emotion Regulation defined as the beginning of the process, maintain, adapt or change in the incidence, severity or persistence of inner feelings and emotions associated with socio-psychological, physical processes to accomplish individual goals (Vimz. & Pina, 2010). In fact, emotion regulation is not only suppressed the emotion, but one should not always be in a state of calm and quiet of emotional arousal. Instead, emotional regulation, including monitoring procedures and change a person's emotional experience (Thompson, 1994). Emotions have high quality so that, can cause positive or negative reactions in people. If are appropriate to the situation and reactions, cause positive reactions and otherwise cause negative reaction. So, when people feel emotions deeply and intensely, or are not compatible with conditions, is necessary to regulate the emotion (Gross, 1998).

Implementation and psychological adjustment will depend largely on emotion regulation and in psychological disorders are characterized by an Emotional distress. This distress, underlying are related to defective performance in emotion regulation.

In human life, the experience of negative emotions is inevitable. In this relation, without any doubt in everyday life there is considerable potential for difficulties in emotion regulation and emotion regulation is one of the main tasks for physical and mental health (Greeng, & werner, 2004).

From birth, there are very substantial differences in the two sexes of female and male, and these differences occur gradually in various stages of their lives. Some of these differences can be named as, the differences in interests, interpersonal relationships, altruism, respect for others, intimacy and trust, experience and emotional expression, aesthetic, religious, and social interests, and so on. In the face of provocations, the type of stimulation, stimulation intensity and accountability are also differences between the two genders. Males and females of experience, expression and in general emotion regulation are different in expression of aggression (Sadeghi, 2009).

Regulate emotions is an important component to adapt to life events, as well as encounters and social interaction. Eisenberg et al. (2001) noted that defects in emotional regulation in children are related with endocrine disorders such as depression, anxiety, social isolation and exocrine disorders such as delinquency and aggressive behavior. Also, according to Goleman (1995), the power to regulate their emotions, is an ability that relies on a sense of self-awareness. People who are weak in terms of this ability, frequently have to struggle with a sense of despair and depression.

While people who have a lot of skills in emotion regulation, pass more quickly the adversity. Child at the appropriate time and place, according to the norms and rules making appropriate decision that will provide comfort for himself and others and has significant role in developing and strengthening the sense of responsibility and to maintain the quality of children's interactive with family, peers and other people who are associated with him. In fact, the child's ability to control emotions is one of the most important features that should be

treasured. Being able to regulate emotions, is adaptive and enhance the physiological well-being, especially when experienced anger and anxiety (Tamizi, 2013).

In evolutionary perspective, emotion is legacy that remains of early human to us and hence, because of its special functions, as well as remains of the human race (Levenson, 1994). Emotions help Human to have adaptive answer to the problems and opportunities they face in life, almost all new theories that have been proposed in area of emotion, emphasize the positive role and its adaptation in human behavior. Many different studies have endorsed on the undoubted role of emotions in mental processes, such as decision-making and information processing (Fredrickson, 2001). At the same time it is noteworthy that despite the positive and constructive role of emotions in human life, there is another side to them that the destructive emotional aspects of people's lives. In fact, excitement is problematic and traumatic when expressed in wrong style, and occur in the inappropriate texture, and have effect on person's life for a long time. This dual function of emotions, refers to emotional regulation process by which individuals adjust their emotions according to various situations (Werner et al., 2010).

According to the emotional adjustment model, emotional adjustment is exclusive and unique process for adjustment emotion experience to achieve Social desirability and being in a state of physical and mental preparation, to properly meet the Internal and external demands. Emotion Regulation refers to "regulating and adjusting" emotional processes in terms of comparative performance. Therefore, feelings disorder is referred to the processes, which eventually disrupts the comparative performance (Hwang, 2006).

Emotion regulation is referred to the ability to understand emotions, Emotional Experience Adjustment, and expression of emotions. According to Gross emotion regulation model, emotion regulation includes all conscious and unconscious strategies that are used to increase, maintain or reduce the components of emotional, behavioral, cognitive and emotional response. Emotion Regulation training includes reducing and controlling negative emotions and how to use positive emotions. Research has shown that, people with post-traumatic stress disorder, will have more emotion regulation problems and this will be followed by a lot of psychological problems.

The group intervention for emotional regulation has positive impact on reducing harm to themselves with lack of emotion regulation and special symptoms of borderline personality disorder such as, reducing symptoms of depression, anxiety and stress. There is positive relationship between adaptive emotion regulation, self-esteem and social interaction and an increase in the frequency of positive emotional experience caused stressful situations and increases appropriate behaviors and actions in response to social situations (Narimani et al. 2010). Research has shown that, emotion regulation strategies is related with Psychological distress and predict the further adjustment and focus on emotion regulation skills can effective in the prediction and treatment of mental health problems (Gross, 1998).

Previous research review

Salehi, Mazaheri, Aqajani and Jahanbazi (2015) investigate the role of cognitive emotion regulation strategies in predicting depression. Data analysis showed that, cognitive emotion regulation strategies between 9 scale, respectively, catastrophic situation, reception, and refocus on planning and

anger rumination with the recent stress have correlation significance effect on depression.

Besharat, Hosseinejad Lavasanat (2014) showed that, alexithymia, anger and anger rumination has significant negative correlation with developed defensive style and developed defensive style and maladaptive emotion regulation Strategies has positive significant relationship with undeveloped and Neurotic defense mechanisms.

Garnefsky, Kerayj and Aspyhnavn (2001 and 2002) with critical review of the literature in the field of coping strategies, conceptually identified nine different strategies of cognitive emotion regulation self-blame, acceptance, rumination, positive refocusing, refocus on planning, positive reappraisal, Underestimate the importance, exponential and otherblame. While, Acceptance Strategies, Positive refocusing, refocusing plan, positive reappraisal and Underestimate the importance has been proposed as adaptive emotion regulation strategies. In multiple studies found that emotional intelligence has significant negative correlation with aggression, delinquent behavior, stress, depression and physical symptoms among high school students (Liao Liao, 2003). The higher emotional intelligence with less consumption of cigarettes and alcohol among high school students (Trinidad and Johnson, 2003), is related to higher life satisfaction and less anxiety.

Garnfsky and Keraj (2006) also found that, in all studied groups (Teens, Youth and adult) using the strategies of rumination, Catastrophic and self-blame has positive and significant relationship with the symptoms of depression and has inverse relationship with Positive reappraisal. Campbell Sill et al. (2005) and Amstafer (2008) based on a process model, have raised two strategies of Reassessment and suppression of emotion regulation.

In this regard, this study showed that, people with anxiety and mood disorders compared to normal individuals show low emotional acceptance and they use prohibition and prevention strategies. According to many studies, there is a significant relationship between emotional intelligence and many variables, including aggression and consistency (Anima Sagoon, 2010; Lawrence, 2010; George and Rastoojy, 2009; Beverly, Schutte and Hein, 2008). Given that, aggression in adolescence can be considered as a serious problem and difficulty in regulating the emotion is considered as an important factors related to aggression and the necessity of this study can feel more in high school. Accordingly, the aim of this study was to comparison the Difficulties in Emotion Regulation and aggression aspects between females and males high school. The main question is, whether there is a difference between difficulty in regulating emotions in females and males?

RESEARCH METHODOLOGY

This is descriptive and causal-comparative research. The independent variable of this research, is gender and emotion regulation difficulties is dependent variable.

Population, sample and sampling method

The study sample is all high school students in Tehran in the academic year 2014-2015. The research sample consisted of 200 female students (n=100) and male (n = 100) of high school who were selected with multistage cluster random sampling method from public schools in Tehran. Thus, first were prepared the list of 22 districts of Tehran. Then randomly among these districts, four districts (1, 3, 8 and 12) were selected by drawing and in each of these four areas, including

females and male's middle school, 2 females and 2 males' schools were selected. Then in the next step, four classes of students from each school were tested.

Data collection tools

In this study, was used of Gratz Graz Difficulties in Emotion Regulation Scale questionnaire. DERS index by Graz, for the first time in 2004 designed and introduced to assess the emotional adjustment disorders. This index is a self-report and was made to assess the existing difficulties in regulating emotions in more comprehensive form to the existing tools and has 36 words and 6 Subscales.

These Subscales include: a) rejection of emotional responses, b) difficulties in handling purposeful behavior, c) difficulties with impulse control, d) lack of emotional awareness, e) limited access to emotion regulation strategies, and) lack of transparency emotions. The answered of each subject is in the range of 1 to 5: 1) almost never, 2) sometimes 3) almost half of the time, 4) Often, 5) almost and always higher scores demonstrates the difficulties in regulating emotional issues. Terms 1, 2, 6, 7, 8, 10, 20, 17, 22, 24, 34, in this scale are reverse scoring. Results related to reliability shows that, this scale has high internal consistency (total scale: 0.93, Rejection: 0.85, Subscale of Purpose: 0.89, impulses subscale: 0.86, awareness subscale: 0.80, strategies subscale: 0.88, transparency subscale: 0.84).

Test-retest reliability for the overall scale scores (P <0.10, 0.88) for subscales 0/69 for purposes, 0/69 for purposes, 0/57 for impulses, 0/68 for awareness, 0/89 for strategies, 0/80 for transparency, P <0.01. In relation to the validity, investigation indicated that, the predictive validity is sufficient for this scale. Also in Tameizi Research (1950), a total reliability is obtained 0/79 that is showing good reliability of the questionnaire assumption of this m(Tameizi, 2013).

In order to answer the research question, according to the number of dependent variables and the type of obtained data from their measurements was used of the multivariate analysis of variance (MANOVA), but due to this, is not fulfil the basic method (including M box results and Lion Equality of variance tests t), univariate analysis, independent t test was used. Therefore, the analysis was conducted in the form of seven questions.

First question: is there any differences on the components of emotional responses rejection between males and females students?

Second question: Is there any differences on difficulties in handling strategies to purposeful behavior element between female and male students?

Third question: is there any differences on impulse control difficulties elements between males and females students?

Fourth question: is there any differences in lack of emotional awareness elements between males and females students?

Fifth question: is there any differences in limiting access to emotion regulation strategies between males and females students?

Sixth question: is there any differences in lack of emotional transparency between males and females students?

Findings and Hypothesis test results

Summary results of the independent t-test (the first question)

Variable	groups	Nu m.	mean	SD	f	df	t	p
	Mal	177	18/	2/0				

	e		86	4				
The rejection of emotional responses					0/035	364	2/177*	0/030
	Female	189	18/39	2/10				

* Significant at 0/05 level

According to the calculated T (177/2) and significant level (0/030) with degrees of freedom 364 with at least 99% confidence can reject the null hypothesis. In other words, the mean difference in the rejection of the emotional responses is significant between male and female students. Thus, the evidence is sufficient to accept the first hypothesis.

Summary results of the independent t-test (second hypothesis)

Variable	groups	Nu m.	mean	SD	f	df	t	p
	Male	177	20/27	2/81				
Difficulties in purposeful behavior					11/575**	356/837	9/413*	0/001
	Female	189	18/27	2/24				

** Significant at 0/01 level

According to the calculated T (9/413) and significant level (0/001) with degrees of freedom 356/837 with at least 99% confidence can reject the null hypothesis. In other words, the mean difference in the difficulties in purposeful behavior is significant between male and female students. Thus, the evidence is sufficient to accept the second hypothesis.

Summary results of the independent t-test (third hypothesis)

Variable	groups	Nu m.	mean	SD	f	df	t	p
	Male	177	20/81	2/20				
Impulse control difficulties					8/393**	361/474	9/155**	0/001
	Female	189	18/52	2/56				

** Significant at 0/01 level

According to the calculated T (9/155) and significant level (0/001) with degrees of freedom 361/474 with at least 99% confidence can reject the null hypothesis. In other words, the mean difference in Impulse control difficulties is significant between male and female students. Thus, the evidence is sufficient to accept the third hypothesis.

Summary results of the independent t-test (fourth hypothesis)

Variable	groups	Num.	mean	SD	f	df	t	p
	Male	177	17/78	2/23				
Lack of emotional awareness					1/875	364	1/693	0/091
	Female	189	18/19	2/38				

** Significant at 0/01 level

According to the calculated T (1/693) and significant level (0/091 although is in considerable level) with degrees of freedom 364 cannot reject the null hypothesis. In other words, the mean difference in Lack of emotional awareness is not significant between male and female students. Thus, the evidence is not sufficient to accept the fourth hypothesis.

Summary results of the independent t-test (fifth hypothesis)

Variable	groups	Num.	mean	SD	f	df	t	p
	Male	177	19/68	2/32				
Limited access to strategies					0/021	364	5/100**	0/091
	Female	189	18/46	2/24				

**Significant at 0/01 level

According to the calculated T (5/100) and significant level (0/001) with degrees of freedom 364 with at least 99% confidence can reject the null hypothesis. In other words, the mean difference in Limited access to strategies is significant between male and female students. Thus, the evidence is sufficient to accept the fifth hypothesis.

Summary results of the independent t-test (sixth hypothesis)

Variable	groups	Num.	mean	SD	f	df	t	p
	Male	177	19/57	2/76				
lack of Emotional transparency					42/620*	320/337	6/296**	0/091
	Female	189	17/80	2/01				

**Significant at 0/01 level

According to the calculated T (6/296) and significant level (0/001) with degrees of freedom 320/337 with at least 99% confidence can reject the null hypothesis. In other words, the mean difference in lack of Emotional transparency is significant between male and female students. Thus, the evidence is sufficient to accept the sixth hypothesis.

DISCUSSION AND CONCLUSION

To examine the first hypothesis and to determine the significance of differences in the two groups was used of independent t test. Independent t test results showed that, according to the calculated t value (2/177), there is differences on the components of emotional responses rejection between males and females students. Hence, the first hypothesis is confirmed. These results are consistent with the findings of previous studies, including Salehi et al. (2015); Besharat et al. (2014); Issazadegan et al (2013); Hasani, and Mirzaei (2012); Garnefsky, Kerayj and Aspyhaun (2001 and 2002) (Kyaruchi et al. 2002). In evolutionary perspective, emotion is legacy that remains of early human to us and hence, because of its special functions, as well as remains of the human race (Levenson, 1994). Emotions help Human to have adaptive answer to the problems and opportunities they face in life, almost all new theories that have been proposed in the area of emotion, emphasize on the positive role and its adaptation in human behavior. Many different studies have endorsed on the undoubted role of emotions in mental processes, such as decision-making and information processing (Fredrickson, 2001).

Emotion regulation is refers to "Setting and Regulating "emotional processes align with Comparative performance. Therefore, disorder feelings referred to the regulation processes, which eventually disrupts the comparative performance (Huang, 2006). It is assumed that, the difficulty in regulating emotions, is the underlying mechanism of mood disorders and anxiety. A review of the fourth Statistical Manual and disorders revealed that 52% of disorders in axis I and 100% of disorders in axis II, including defects in the regulation of emotion.

Emotion regulation is important to understand, maintain and treatment of anxiety disorders (Kessler et al, 2012). The results of the research showed that, rejection as one of the components of emotion regulation has a significant difference between male and female students and the amount of these components male students is more than female students. It seems that, emotional behavior, and difficulty in regulating emotional behavior in male students is more that female students and show more emotional behaviors and this issue increase behavioral problems in female students.

To investigate the second hypothesis and to determine the significance of differences in the two groups was used of independent t test. Independent t test results showed that, according to the calculated t value (9/413), there is differences on difficulties in handling strategies to purposeful behavior element between female and male students. Hence, the second hypothesis is confirmed. These results are consistent with the findings of previous studies, including Salehi et al. (2015); Besharat et al. (2014); Issazadegan et al (2013); Hasani, and Mirzaei (2012); Garnefsky, Kerayj and Aspyhaun (2001 and 2002) (Kyaruchi et al. 2002).

Since cognition, emotion and behavior are interact with one another and cognitive emotion regulation with attention control and cognitive and emotional consequences can changing the cognitive system function (such as memory, attention, Consciousness) and then lead to emotion regulation. Emotion by coordinating mental, biological, and motivation processes stabilize the situation of the individual in relation to the environment and equipped individuals with suitable and efficient responses with issues and ultimately caused physical and social survival. Emotion play an important role in creating, maintaining and interpersonal relations and do this by adjusting the distance between people, because draw us together or far apart.

The results also showed that there is differences on difficulties in handling strategies to purposeful behavior element between

female and male students. The results revealed that, male high school students having difficulties in regulating emotions and behaviors that this problem dealing them with difficulties in decisions making and factors such as emotion has dominant role in determining the goals.

To investigate the third hypothesis and to determine the significance of differences in the two groups was used of independent t test. Independent t test results showed that, according to the calculated t value (9/155), there is differences on impulse control difficulties elements between males and females students. Hence, the third hypothesis is confirmed. These results are consistent with the findings of previous studies, including Salehi et al. (2015); Besharat et al. (2014); Issazadegan et al (2013); Hasani, and Mirzaei (2012); Garnefsky, Kerayj and Aspyhaun (2001 and 2002) (Kyaruchi et al. 2002).

When people's feel get irregular, they report loss of control feeling and capable of doing and saying things that normally they will not to do it refers to a having impulsive behaviors (Huang, 2006). Astynus et al (2012) demonstrated that difficulties in emotion regulation is due to the post-traumatic stress disorder symptoms. The results of McDermott et al (2009) research the central role of emotion regulation difficulties in predicting post-traumatic stress disorder. Sharp et al (2011) showed that, difficulties in emotion regulation, provides interfaces between the characteristics of borderline personality disorder and extreme subjectivism.

The results of this study showed that, there is differences on impulse control difficulties elements between males and females students. The results revealed that, male high school students having impulsive emotional behavior than female high school students that this problem dealing students with difficulties in making certain decisions on that period and prominent the role of emotion and impulsive actions and is need to school counselors, consider parents and stakeholders about harm reduction.

To investigate the fourth hypothesis and to determine the significance of differences in the two groups was used of independent t test. Independent t test results showed that, according to the calculated t value (1/693), there is differences on impulse control difficulties elements between males and females students. Hence, the fourth hypothesis is confirmed. These results are consistent with the findings of previous studies, including Salehi et al. (2015); Besharat et al. (2014); Issazadegan et al (2013); Hasani, and Mirzaei (2012); Garnefsky, Kerayj and Aspyhaun (2001 and 2002) (Kyaruchi et al. 2002).

Emotional awareness making situation for person on the one hand, attention to the stimulating properties and on the other hand, take attention to their emotional cues and distinguished and classified situations and emotions. The process provide situation to choose and use of effective self-regulation strategies (AYrich et al., 2007). Therefore, people with low emotional awareness, has limited resources to deal with their own emotions and experienced more negative emotions. For this reason the dangerous behaviors are often associated with high emotion and for this reason are able to control Unpleasant feelings and emotions (Byrns, 2005).

The results of this study showed that, there is differences in lack of emotional awareness elements between males and females students and the amount of these components is more in female students than male students. The results revealed that, female high school students have difficulty in understanding, detecting, labeling and evaluate their emotions that this problem dealing students with difficulties in making decisions in compliance with adolescence crisis and is require to school counselors, consider parents and stakeholders about harm reduction.

To investigate fifth hypothesis and to determine the significance of differences in the two groups was used of independent t test. Independent t test results showed that, according to the calculated t value (5/100), there is differences in limiting access to emotion regulation strategies between males and females students. Hence, the fifth hypothesis is confirmed. These results are consistent with the findings of previous studies, including Salehi et al. (2015); Besharat et al. (2014); Issazadegan et al (2013); Hasani, and Mirzaei (2012); Garnefsky, Kerayj and Aspyhaun (2001 and 2002) (Kyaruchi et al. 2002).

Based on the results we can say that, despite the positive role of emotions in human life, there is another side to them that the destructive emotional aspects of people's lives. In fact, emotion is difficult and traumatic when expressed in wrong style and occur in inappropriate texture and affect a person's life for a long time (Werner and Gross, 2010).

Successful emotion regulation requires a clear understanding and of emotional states, those who lack of these features may have been confused in the sense of emotion and assessment it's as disturbing factor, that's why the most accessible strategy is an immediate reduction in their excitement (Feldman et al., 2001). The results also showed that, in the components of limited access to emotion regulation strategies as one of the aspects of emotion regulation is a significant difference between boys and girls and the amount of this component is more in male students than female students. The results revealed that, male high school students have difficulty in access to emotion regulation strategies that this problem dealing students with difficulties in making decisions in compliance with adolescence crisis.

To investigate sixth hypothesis and to determine the significance of differences in the two groups was used of independent t test. Independent t test results showed that, according to the calculated t value (6/296), there is differences in lack of emotional transparency between males and females students. Hence, the sixth hypothesis is confirmed. These results are consistent with the findings of previous studies, including Salehi et al. (2015); Besharat et al. (2014); Issazadegan et al (2013); Hasani, and Mirzaei (2012); Garnefsky, Kerayj and Aspyhaun (2001 and 2002) (Kyaruchi et al. 2002).

Based on the results we can say that, the ability to understand and control and emotion regulation, are one of the principles of success in life and failure in regulating emotions can have negative consequences for organize and manage their emotions and others can cause to power adjustment in irritating situations. In fact, lack of the ability to regulate emotions, help people to make decision in different situations and environments by relying on emotional atmosphere regardless of rational solutions. The results also showed that, in the components of emotional transparency as one of the aspects of emotion regulation there is a significant difference between boys and girls and the amount of this component in male students is more than female students. The results revealed that, male high school students have difficulty in emotional transparency that this problem dealing students with difficulties in understanding their feelings and express it.

Research recommendations

1. Parents and teachers play an important role in regulating emotions and aggressive people. They can create a mental health conditions, with accepting people and Strengthen empathy, self-esteem, self-efficacy, joy and optimism can help them to have positive relationship with others.
2. According to the survey results and important role in regulating emotions and healthy aggression, is recommended

to education officials, Life skills training should be education priority in their schools.

3. According to the school environment and the impact of these conditions on the aggressive behavior of students, it asks from authorities, placed on their agenda the training programs and effective treatment to prevent aggressive behavior of students.

4. Factors under control and the role of individuals in changing the intentional actions can be even more changing environmental conditions, can increase life satisfaction of people; So, people with regular exercise, participate in cultural life, Interest in others, having a positive attitude, determine important goals towards achieving them are important in strengthen the emotions regulation and prevent the occurrence of aggression.

5. Difficulties in emotion regulation with other variables such as self-concept and self-esteem and self-efficacy and mental disorders should be studied.

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