

Emotional Suppression Among Private University Students

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Abstract

The study aims to know the emotional suppression of private university students and to know the significance of the differences in emotional suppression among private university students according to the variables A - gender (male - female) B - specialization (scientific - human), and the research sample consisted of (400) male and female students Of the students of the Faculty of Advantages of the Private University for the year (2021-2022) and were chosen by the random stratified method with a proportional distribution, to achieve the objectives of the research, the researchers prepared the emotional suppression scale according to Gross theory (Gross 2003) and the most prominent results were as follows: - The students of private universities have emotional suppression. There are statistically significant differences in emotional suppression according to the gender variable in favor of females. There is a statistically significant difference according to the specialization variable and in favor of the human being.

The Problem of the Study

Most of the students' failures in various fields of life are due to the situations they face and which result in the emergence of certain emotions, due to the nature of the tasks assigned to the learner (Al-Sultani, 2019:3). Therefore, individuals use negative and harmful patterns, including emotional suppression, which leads to controlling the manifestation of external reactions to emotions in negative situations (Cichon, 2020: 127). Emotional repression is the most prominent unhealthy emotional regulation strategy and is associated with more intense negative emotions, less positive emotions, and impact on the heart and blood vessels. In

addition, repression disrupts social relationships (Zhou,etal, 2016:311). Studies indicate that emotional repression reduces Effectively from emotional expression, but it was not effective in reducing subjective feeling and came at the expense of increased physiological response and memory impairment (Ehring, etal, 2010:563). A study by Whitefel et al. 2011 confirmed (Witvliet et.al) that emotional repression is linked to bad memories among university students, and this in turn works to distract the mental abilities that they have, which are supposed to be employed to achieve better performance (Witvliet et.al., 2011: 289) and Cross (Gross, 2005) sees in every Once emotion is suppressed, physiological responses are

amplified and it is unlikely that any single physiological response of increasing intensity will lead to severe consequences, but if these responses are repeated day after day there may be adverse health consequences (Gross, 2005:288-189). The researchers believe that the research problem emerges through the situations facing private university students.

The importance of the study

The importance of emotional suppression as an important topic in psychology is evident through recent studies in the field of biology, knowledge, sociology and personality, as well as gaining special interest in anthropology. Prominent in concealing some private emotions whose appearance may lead to harm, i.e. in situations in which the individual expresses his negative emotions strongly, which requires curbing the intensity of emotion in anticipation of undesirable consequences, in order to facilitate the maintenance of the nature of the relationships that bind him to others. (etal,2004:1-2)). In this regard, individuals' attempt to use emotional suppression is usually motivated by the intent to avoid negative evaluation by others (Berking, 2012: 130). They do not accept living as negative emotional states because it affects their positive self-esteem, and emotional cessation here is for the main function of maintaining a positive self-image (Carton, 2006: 125). The study of Ibn Qwaider (2014) revealed the existence of an inverse relationship between the users of the strategy of emotional suppression and psychological distress among university students, that is, the more the use of emotional suppression, the less the feeling of psychological distress (Ibn Qwaider, 2014: 61). That is, university students' knowledge and awareness of themselves, their feelings and emotions determine the way they

respond to different stimuli, and their ability to adapt to the environment, and this enhances their psychological and social compatibility (Marei, 2019:2).

The aims of the study

The study aims to identify:

- 1- Emotional repression among private university students.
- 2- Significance of differences in emotional suppression among private university students according to the variables of gender (males - females) and specialization (scientific - humanities)

The limits of the study

The current research is determined by the students of private universities represented by the Faculty of Advantages of the University and according to the variables of gender and specialization for the academic year 2021-2022.

Search terms:

Richard & Gross (Richard & Gross 2005)

"Suppression of expressive signals of internal emotional states" (Richard & Gross, 2005:3)

Theoretical definition: The researchers relied on the definition of Richard and Gross (Richard & Gross 2005), a theoretical definition in the current research.

Procedural definition: The total score obtained by the respondent through his answer to the paragraphs of the emotional suppression scale that was prepared by the researchers for the purposes of the current research.

Emotional suppression

Emotional suppression is a prominent response-focused emotion regulation strategy as a form of response modulation that includes suppression of emotional expression behaviour. He appears calm while feeling angry or resentful (Kornienko, 2021:63)). It is a concept based on individuals' knowledge of emotions, which includes knowledge of the causes of emotions, their physical sensations and expressive behavior, and possible means of modifying them (Niedenthal, etal, 2006:165).

Characteristics of emotional suppression:

First, it occurs relatively late in the emotional process.

Second: It targets an element of emotions - expressive behavior - that is visible to others

Third: Emotional suppression is a procedure that occurs in social interactions (Srivastava, etal, 2009:883).

- James Cross Theory 2003

James Cross theory is one of the psychological and cognitive theories, prevalent at the present time and has become one of the important theories in psychology (Gross, & John 2003,1).

There are two overarching control strategies involved in emotional regulation

I. Past Focused Strategies: The regulation strategy occurs early in the modulation of the emotional response and before the emotional and behavioral response systems are activated. The regulation that focuses on antecedents includes the following types of emotion regulation strategies:

1- Situation Selection: The selection of the stimulus means the process of searching or avoiding a situation or a person in the

environment in order to achieve the control of emotions.

2- Situation Modification: Modification of the stimulus refers to the process of adapting the stimulus and modifying it to suit its effect on emotions, which ultimately makes it a different stimulus from the previous one (Gross, 2008:5).

3- Attentional Deployment: It means distributing attention to capture aspects of the environment and focus on them

4- Cognitive Change: Reinterpreting the situation to change its emotional significance (Bosse, & eyal, 2007:187)).

Second - response-focused strategies:

This strategy is activated at a later stage and focuses on modulating emotional output. In other words, response-focused regulation refers to modifications to physiological and observable markers of emotions after these emotions have already become apparent. Response-focused regulation includes the following types of regulatory response, emotional suppression. Hiding feelings (Rogier,etal,2019:410)). Gross uses organizing that focuses on antecedents, such as reappraisal, that represents cognitive reassessment strategies in order to modify situations or reformulate their emotional significance. Possible emotional situation in a different way to change the effect of feelings. Emotional suppression aims to modify emotional behavior by suppressing external emotions and behavioral cues (such as facial expressions, verbal expressions, hand gestures, etc.) Compare,etal,2014:2-3 .

The third chapter: Research methodology and procedures

Research Methodology: The current research is based on the descriptive method

Research community: The current research community includes students of private universities in the province of Dhi Qar distributed among three private universities of Al Ain National University and their number (11,000 male and female students by (4793) students and a percentage (44%) and (6207) female students and a percentage (56%) As for the National University, the number of students reached (3573) male and female students (1656) male and female students (46%) and 1917) female students (54%), while the number of students of the Faculty of Mazaya University reached (3357) male and female students (2234). male students with a percentage (67%) and (1123) female students and (33%) for morning studies for the academic year (2021-2022).

The research sample: The Faculty of Advantages of the Private University was chosen from among the private universities in a random way by lottery, and then the sample of the current research was chosen by the stratified random method with a proportional distribution from the community of the Faculty of the Advantages of the Private University. And ((233 females.

Research tool: emotional suppression scale

Steps to prepare the scale: The process of preparing the emotional suppression scale went through the following steps:

Defining the concept of emotional suppression: The researcher has determined the theoretical definition of emotional suppression based on the definition of Richard & Gross (Richard & Gross 2005), who defined emotional suppression (the suppression of the expressions of internal emotional states) Richard & Gross, 2005: 3).

Determining the weights of the alternatives and the method of correction:

The researchers identified the answer alternatives on the scale, which are (very agree, agree, neutral, disagree, disagree at all) and also determined the degree of correction according to the direction of the paragraph. The paragraphs that express the positive direction were correction (1,2,3,4,5). Which expressed the negative trend was the correction (5,4,3,2,1) as the degree of strength of the alternatives ranged from (5) which represents the highest response to the paragraph from the respondent and the degree of (1) is the least response to the paragraph from the respondent.

The validity of the paragraphs of the emotional suppression scale.

The validity of the arbitrators: The emotional suppression scale in its initial form was presented to a number of specialists in psychological and educational sciences to express their opinion on the validity of the test items and its vocabulary.

Experiment with Clarity of Paragraphs and Scale Instructions: The scale was prepared in its final form, where the researchers applied the scale to a sample of (50) male and female students. The researchers noted that the time taken to answer ranges between (20-25) minutes, as well as knowing the strength and weakness of the scale. It was found that the situations are clear.

Statistical analysis of emotional suppression scale items

When the researcher chooses the appropriate items with good statistical properties, he controls the characteristics of the whole scale and his ability to measure what was prepared for the purpose of measuring it (El-Sayed,

1979, 565), Cronbach points out that there is a strong relationship between the accuracy of the scale and the discriminatory power of its items (Cronbach & Gleser, 1965, p.65). It is also necessary to verify the characteristics of each paragraph and to exclude the inappropriate paragraphs from the scale. Therefore, the researchers calculated the psychometric properties of the paragraphs of the scale as follows:

Determining the statistical analysis: The sample of the statistical analysis of the items of the scale amounted to (400) male and female students from the Faculty of Mazaya Al-Ahlia University. They were chosen by the stratified random method in order to calculate the psychometric properties of the emotional suppression scale.

The discriminating power of the emotional suppression scale items: This procedure aims to analyze the emotional suppression scale items on a statistical analysis sample of (400) male and female students. The researchers followed the following steps.

1- Finding the total score for each respondent form after correcting it.

2- Arranging the forms (the scores) in descending order from the highest scores obtained by the respondents to the lowest.

3- Selection of (27%) of the forms with the highest scores in the upper group, and (27%) of the forms with the lowest scores in the lower group, with the aim of representing them to two groups of two parties with the largest size and maximum possible variation and differentiation, and this is based on The basics of psychometrics that see that the use of the highest or lowest (27%) of the scores, answers, or forms of the distribution represents the two extreme groups, provided that the scores representing the distribution

are moderately and naturally distributed, and this is also based on the distribution being moderate and normal (Al-Sayyid, 1979, p. 642) In light of this percentage, the number of forms for the upper group reached (108) forms, and the number of forms for the lower group was (108) forms as well.

4- Applying the t-test for two independent samples to find out the significance of the differences between the upper and lower groups for each item of the scale. 0.05) and a degree of freedom (214). The results showed that all items in the emotional suppression scale,

Second: The internal consistency method: The internal consistency method is one of the methods used in calculating the scale items, as the total degree of the measurement represents the behavioral content measured by the scale, and the single paragraph represents a small aspect of this content. To be measured (Al-Zoba'i, and others, 1981, p. 36), so the paragraph that has a low correlation with the total degree of the scale must be enslaved because it often measures a function that differs from that measured by the rest of the paragraphs. The procedure for the scale and these methods are

The relationship of the paragraph's score with the total score of a scale: The aim of this procedure is to find out whether the answers for specific paragraphs are reasonably consistent with the behavior or personality trends assumed by the scores. Its correlation is weak with the total score of the scale, which leads to an increase in the validity of the scale (Ebel, 1972, p.410). The researchers used the Pearson correlation coefficient to extract the correlation between the score of each item and the total score of the scale using the same analysis sample of the items, which amounted to (400) male and female

students. It was found that All items have a significant correlation, and accordingly all items were accepted on the emotional suppression scale because their value is higher than the Pearson tabular value of (0.098) at the level (0.05) and the degree of freedom (398).

Psychometric properties of the scale: Specialists in psychometrics focus on the necessity of verifying some of the standard characteristics in preparing the scale, whatever the purpose of its use, such as honesty and stability, because it is one of the most important psychometric characteristics, as the accuracy of the information provided by psychological scales depends on it (Abd al-Rahman, 2008, p. From these two characteristics of the current research criteria, as follows:

First: Indicators of the validity of the scale:

Honesty is one of the most important psychometric characteristics that should be available in the psychological measurement. The validity of the emotional suppression scale has been confirmed by the following types of honesty.

- Apparent honesty: the apparent honesty of the paragraphs is necessary as it depends on the opinions of the arbitrators to estimate the extent to which the paragraph represents the concept that was prepared in order to measure it as it appears on the surface (Al-Kubaisi, 2001, p. 171). A group of arbitrators specialized in the field of educational and psychological sciences in order to verify the paragraphs of the scale and its alternatives.

- Structure validity: The construction validity indicates that the scale is true if it serves the purposes for which it is used. According to which the scale has a specific theoretical construction or a specific characteristic

(Anastasi, 1976, p.151). The researchers verified the validity of the construction of the emotional suppression scale through

The two-group method.

Internal consistency method.

To ensure the internal validity of the scale items, the researchers used three methods, represented by the following:

Relationship of the degree of the paragraph with the total degree.

The relationship of the paragraph's degree to the total degree of the field to which it belongs.

The relationship of the degree of the field to the total degree of the scale and the relationship of the field to the other field.

The analysis proved that all paragraphs of the emotional suppression scale are distinct

Second: Stability indicators for the two scales:

Scale stability indicators: The stability of the scale means that it is the true degree that expresses the individual's performance on a test. Guilford (1954) believes that the stability represents the percentage of true variance from the total score of the test, and in order to find the stability of the emotional suppression scale, the researchers used two methods to find the stability of the scale, and as follows

Retest method: This method is based on applying the scale to a group of individuals twice in a row under the same conditions at an appropriate interval, and then calculating the Pearson correlation coefficient for the scores of the subjects in the two applications to extract the reliability coefficient to

calculate the stability in this way. The researchers applied the emotional suppression scale in its final form to A sample of (50) male and female students were randomly selected from the Faculty of Mazaya University, and after two weeks of the first application, the researchers applied the scale again on the same sample and under conditions similar to the first application and using the Pearson correlation coefficient between the degrees of the two applications, the reliability coefficient of the suppression belief scale The emotional level reached (0.71), which is a value that can be relied upon.

The alpha-Cronbach equation for internal consistency: This method depends on calculating the correlations between the

paragraphs' scores, since each paragraph is a self-contained test, and is used in order to stabilize the test's stability, as this method confirms the positive level of homogeneity of answers on all paragraphs (Al-Zuhairi, 2017, 237) to calculate The stability of this equation, the scores of the statistical analysis of (400) forms were subjected to the Alpha Cronbach equation for the emotional suppression scale, and the value of the alpha coefficient for the emotional suppression scale reached (0.73), which is a good indicator and evidence of the existence of homogeneity and consistency of the paragraphs and can be relied upon.

Descriptive statistical characteristics of the research sample on the emotional suppression scale

No.	Indicator	value	No.	Indicator	value
1	Mean	75.47	5	Skewness	-0.81
2	Median	76	6	Kurtosis	1.98
3	Mode	74	7	Minimum	22
4	Std.Dev	10.99	8	Maximum	99

Description of the scale in its final form:

The emotional suppression scale consists in its final form of (22) paragraphs, in the light of which it is examined, it is chosen from five graded alternatives, ranging from ((1-5 according to the alternative that approaches or moves away from the measure of emotional suppression, so the highest score that the respondent can obtain in the scale It is (110) degrees and the lowest degree is (22) while the hypothetical mean of the scale

reached (66) and Appendix (4) includes the scale in its final form.

Presentation, interpretation and discussion of the results

The first goal: to identify emotional suppression among private university students:

To achieve this goal, the researcher applied the emotional suppression scale to the research sample of (400) individuals, and the

results showed that their average score on the scale amounted to (75.47) degrees and a standard deviation of (10.99) degrees. (66) degrees and using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic

mean, as the calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (399) and a level of significance (0.05) and table (19).) explains it.

Table (19) t-test for the difference between the sample mean and the hypothetical mean of the emotional suppression scale

Sample	The mean	Stan.Dev.	Hypothetical mean	Calculated T-value	Tabled T-value	Freedom degree	significance
400	75.47	10.99	66	17.23	1.96	399	Significant

The result of Table (19) indicates that private university students have emotional repression, and the researcher explains that that private university students have emotional repression because of the nature of the contemporary life that students live in. Students and professors, and not to disclose everything that is going on in their minds, which makes individuals suppress their emotions and act with caution in all situations they face, as well as in order not to obtain a negative evaluation by others. This result is consistent with the theoretical framework used by the researcher. Both Richard and Gross (2005) see emotional repression as (it is to prevent the emergence of emotional behavior such as facial movements and

verbal expressions when emotional arousal occurs). In this regard, Gross (2002) sees that the use of the repression strategy Emotional permanently leads to psychological and social consequences, as well as to health damage to the nervous system

The second goal: to identify the differences in emotional suppression according to the variables of gender and specialization. To achieve this goal, the researcher used the Way Anova Two analysis, to identify the significance of the differences in emotional suppression according to the variables of gender and specialization, and the two tables illustrate this.

Table (20) Arithmetic averages and standard deviations of the emotional suppression scale according to the variables of sex and specialization

Variables	No.	The mean	Stan.Dev.
Scientific Male	102	71.48	13.00
Humanstic Male	121	76.93	9.55
Total Males	223	74.44	11.56
Scientific Females	108	75.98	10.92
Huamstic Females	69	78.00	8.65
Total females	177	76.77	10.12
Total scientific	210	73.80	12.16
Total humanistic	190	77.32	9.23
total	400	75.47	10.99

Table (21) Results of the two-way analysis of variance to reveal the significance of differences in emotional suppression according to the variables of sex and specialization

s.of.v	s.of.s	D.F	M.S	F	Sig
Gender	741.116	1	741.116	6.398	Significant
Specilaization	1335.017	1	1335.017	11.525	Significant
Specialized gender	282.136	1	282.136	2.436	Insignificant
false	45870.895	396	115.836	---	---
Total	2326512	400	---	---	---

The results indicate the following:

1- There is a statistically significant difference in emotional suppression according to the gender variable and in favor of females, as the calculated t-value reached (6.398), which is higher than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

The researcher explains the reason for this because, although both sexes are subjected to similar cultural and social conditions, and are subjected to similar curricula, activities, educational situations, experiences, teaching

methods, promotion and evaluation, customs, traditions, prevailing culture and social restrictions imposed by society and which surround females with excessive protection do not They are allowed freedom of expression in society, because the society in which we live is a patriarchal oriental society that allows males to control and express emotional attitudes more than females.

2- There is a statistically significant difference in emotional suppression according to the variable of specialization and in favor of human specialization, as the calculated t value reached (11.525), which is

higher than the tabular maximal value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396). This is explained by the researcher because of the nature of the view of the humanitarian disciplines by the society and their peers considered them from the scientific specialization, as well as the nature of the impact of the curricula on the personality of the student.

Conclusions:

1- The students of private universities have emotional suppression due to the nature of the environment in which the student lives.

2- There are statistically significant differences in emotional suppression according to the variable of gender and in favor of females, due to the nature of social restrictions in the eastern society, as well as there are statistically significant differences in the emotional suppression variable according to the variable of specialization and in favor of humanitarian specialization due to the nature of the view of human specialties

Recommendations: The private universities should strengthen the counseling units with support in order to reduce students from using the strategy of emotional suppression, through the development of necessary counseling programs. University professors should pay attention to the emotional aspect of students, as it is an essential axis in building personality.

Suggestions: - Conducting a similar study to identify emotional suppression among other samples of secondary school students. Conducting a study of emotional suppression and its relationship to intellectual stress, psychological preoccupation

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