

The Role of Cognitive Emotion Regulation in Predicting High-Risk Behaviors Mediated by Welfare School for 14-17 Year Old Girls in Saravan

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Abstract

Purpose: The aim of this study was to investigate the role of cognitive emotion regulation in predicting high-risk behaviors mediated by the well-being of 14-17 year old girls in Saravan city.

Methodology: This research was descriptive and correlational and was conducted by structural equation modeling based on the partial least squares approach. The statistical population included all 14 to 17 year old male students in Saravan in the academic year 2019-20, and 400 of them were selected by random sampling. The collection tools included questionnaires of prevalence of high-risk behaviors Zadeh Mohammadi (2008), cognitive emotion regulation of Garnefski et al. (2002). The collected data were analyzed using Pearson correlation coefficient in SPSS software and structural equation model by Lisrel software.

Findings: Findings from Pearson correlation coefficient showed that there is a significant positive and negative correlation between the total score of high-risk behaviors with emotion regulation and school well-being at 99% confidence level, respectively, and the structural equation model shows the indirect effect of high-risk behaviors with emotion regulation with School welfare mediation was significant with a coefficient of 0.78, so it can be said that high-risk behaviors with emotion regulation have a significant relationship with school welfare mediation.

Conclusion: According to the research results, the hypothesis that the level of high-risk behaviors in female adolescent students can be predicted based on emotional behaviors and mediation of school well-being was confirmed.

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1. Introduction

Youth and adolescents are the human resources of any society and are the most important part of society in developing countries, especially Iran. Adolescence is a critical period for making decisions about important and influential psychological and physical issues in life (Hessler & Katz, 2015), and adolescents are at risk of environmental change because their personality is not yet fully formed and they are trying to Achieve their desired desires. Studies show that adolescents are exposed to high-risk issues and conflicting behaviors such as substance use, smoking, alcohol, serious crime, high-risk driving, unsafe sex, and unhealthy eating (Albert & Steinberg, 2011). Researchers believe that high-risk behaviors destroy the physical, mental and social status of individuals (Asadpour, 2016). These risky behaviors are seen among adolescents who are highly dependent on others and learn from the behaviors of their friends. In addition, it has been clearly proven that engaging in risky sexual behaviors leads to unwanted pregnancies, caregivers, and HIV transmission (Ibrahim Babaei, Habibi, Ghodrati, 2017). Adolescents involved in these high-risk behaviors are significantly exposed to individual physical, physiological, and psychosocial problems and pose challenges to law enforcement, public health, and public policy (Reyn & Farley, 2006); High-risk behaviors such as substance use are associated with an exacerbation of traffic accidents (Suri, Dilpisheh, Sayehmiri, 2016) and traffic accidents are known as one of the most important causes of death in the world. Also, aggressive behaviors that are rooted in lack of emotion control can predict the occurrence of high-risk behaviors (Zare, et al, 2015). Emerging psychology of emotion regulation in adolescents supports neurocognitive studies that show that adolescence is associated with ineffective emotion regulation strategies compared to childhood and adulthood (Zeman, et al, 2006).

Most recent studies in the field of adolescents have examined negative psychological factors such as stress and anxiety, and the field of positive psychology such as well-being has received less attention. The nature and structure of well-being is a topic that has long been considered by philosophers and scientists in various fields of science and has recently been the focus of positive psychology (Soutter, 2011). Welfare means balancing and the process of balancing the challenges, physical, social and psychological problems of individuals and the specific resources they have in the physical, social and psychological spheres; (Dodge, et al, 2012). Welfare can also be defined as a positive and stable state of mind that allows individuals, groups, and nationalities to take action for their own success and advancement (Clarke, et al, 2011). Today, the structure of welfare has penetrated the field of education and one of the important goals of education in advanced societies is to provide welfare opportunities for students (Soutter, 2011). Some researchers cite positive traits such as the need for freedom, academic and personal effort, independence, choice, autonomy, health, security, and positive emotional responses as indicators of school well-being (Phan, Ngu, Alrashidi, 2016). School well-being is a multidimensional structure with a set of positive characteristics such as academic achievement, the ability to cope more effectively with resilience, physical and mental health, and satisfying interpersonal relationships (Orkibi, Ronen, Assoulin, 2014). Despite the importance of school well-being, little research has been done on student well-being in the school environment (Vázquez, et al, 2009) and our studies show that no study has been done on the relationship between school well-being and high-risk behaviors. Recent studies, however, have examined the impact of school systems on substance use and mental health (Bonell, et al, 2016). Studies show that the social environment of schools leads to increased interaction with norms and this leads to increased health and well-being (Stewart, et al, 2007). Teacher-student relationships have also been cited in recent studies as a link between substance use and well-being (Long, et al, 2017). Therefore, it seems that there is a relationship between emotional behaviors and school well-being with high-risk behaviors in adolescents that the present study is looking for an answer to these relationships, The word risk in the literature means having the audacity or the occurrence of behavior or the desire to act in the direction of the unknown future in such a way that its

consequences cannot be identified with certainty. At least in the event of a dual outcome, one of the possible outcomes will be very useful and beneficial for the individual and the other will be quite harmful or scary (Ibrahim Babaei, 2017).

Today, high-risk behaviors are behaviors that endanger the physical, psychological and social health and well-being of people in society. These behaviors are divided into two groups: The first groups are behaviors that endanger one's health and well-being, such as drug use, alcohol, smoking, and unsafe high-risk sexual behaviors. The second groups are behaviors that threaten the health and well-being of others, such as theft, aggression and violence, running away from school, and running away from home. By examining the empirical background of this issue, it is easy to observe the effects of such behaviors on job, academic and social functions. For example, young people who use alcohol and drugs, in addition to the psychological, physical and financial damage to themselves, cause the death of millions of people around the world by accidents caused by the use of these drugs and impose exorbitant costs on communities. (Jamali Nasab, 2014).

Recent research on emotion regulation suggests that the roots of this concept go back to the study of psychological defenses, psychological stress and coping, attachment theory, and most importantly, emotion theory (Gross, 2006). Emotion regulation was first found as a distinct structure in developmental literature and then introduced in adult literature. According to the literature, the term "emotion regulation" is ambiguous and refers to two important uses. One is that emotions regulate thoughts, physiological systems, and behavior (regulation by emotions), and the other is how emotions themselves are regulated (regulation of emotions). However, if the primary use of emotion regulation is by system? The answers are coordinated; the second mode of emotion regulation develops with emotions at a time and place. For this reason, the second use of emotion regulation is preferred. This means that regulation refers to the heterogeneity of a set of processes by which emotions they are regulated. The emotion regulation process may be automated and controlled, or conscious or unconscious. Because emotions are a multidimensional process that unfolds at any time, emotion regulation involves changes in the dynamics of emotion or changes in its time, amount, and duration, and modulates responses in behavioral, experimental, or physiological domains. It becomes. Emotion regulation may moderate, intensify, and simply maintain emotion based on individual goals. Emotion regulation may also alter the amount of related components in the emotion response system that causes emotion to manifest. Welfare defines school as school satisfaction and education. The concept of school welfare is divided into 4 categories. School conditions (having), social relationships at school (having); methods of self-fulfillment in school (becoming) and health status (health) (Cheraghikah, Arabzadeh, Kadivar, 2015). School conditions include the physical environment of the school and the space inside the classroom. Issues discussed in this section include: environmental safety, comfort, school congestion, ventilation, classroom temperatures, and more. Other dimensions of school conditions are how the learning environment is designed, such as how the curriculum is set, the size of the study groups, the study plan, and how the punishment is administered. The third dimension of school conditions includes how to provide services to students such as school nutrition, health care and counseling services. Health status includes physical and mental symptoms, general colds, chronic illnesses and other illnesses. Social relationships refer to social learning environments such as student-teacher relationships, classroom relationships, group dynamics, home-school cooperation, bullying experiences, participation in school decision-making, and the school psychological climate in general (Konu & Rimpela, 2012).

The results of Molakarimi (2019) study that "examined the strategies of emotion regulation on high-risk behaviors in adolescence" showed that maladaptive styles of emotion regulation and behaviors that have an emotional source can be an important predictor of high-risk behaviors. People who lack the skills to cope with their emotional experiences are more likely to engage in risky behaviors when managing and controlling their negative emotions. Marraccini, et al (2019) studied the effect of self-harm thoughts and high-risk sexual behaviors on emotion regulation. The results of this study showed an indirect relationship

between self-harm and suicide with high-risk sexual behaviors and lack of emotional regulation, and this situation was also different between men and women. For women, a history of suicidal ideation and self-harm thoughts was indirectly associated with increased risky sexual behaviors and lack of emotion regulation. To die, a history of suicidal ideation was indirectly associated with high-risk sexual behaviors and emotion regulation.

2. Methodology

The present study was descriptive-correlation based on structural equation modeling method based on partial least squares approach. In this study, cognitive emotion regulation was considered as a predictor variable and students' high-risk behaviors as a criterion variable and school well-being as a mediating variable. The statistical population was all 14 to 17 year old male students in Saravan who were randomly selected by random sampling of 400 people, so that 4 schools were randomly selected and then students from each school were randomly selected and it was entered into the study that these students were from different educational levels. In this study, three tools were used, which include:

Prevalence of high-risk behaviors questionnaire: first designed by Zadeh Mohammadi, Ahmadabadi (2008), was a 38-item questionnaire and covers high-risk behaviors in various areas including safety, violence, suicide, smoking, alcohol consumption, illicit substance use, Evaluated high-risk sexual behaviors, nutrition, and physical activity. The questionnaire was ranked based on a five-point scale (zero to 4) and was actually scored on a Likert scale. Cronbach's validity of the questionnaire was 0.94 by Zadeh Mohammadi, Ahmadabadi (2008).

Cognitive Emotion Regulation Questionnaire Garnefski et al. (2002): The short form of Cognitive-Emotional Regulation Questionnaire was prepared by Garnefski et al. In 2002 and included 9 different subscales. The subscales included rumination, acceptance, self-blame, positive reassessment, perspective, catastrophic, refocusing on planning, and blaming others. Each subscale of this questionnaire had 5 options. The higher the score on each subscale, the more the strategy is used by the individual. Research on these cognitive emotion regulation strategies has shown that all subscales of this test have good internal consistency (Garnefski, Kraaij, 2002). Yousefi (2006) reported the validity of this questionnaire in Iran using Cronbach's alpha coefficient of 0.82.

Kaplan and Maher School Welfare (1999): This tool had 53 items and had three subscales of school interest (7 items), perceived academic self-efficacy (6 items) and destructive behavior (5 items). Responses were graded on a 5-point Likert scale from strongly disagree (1) to strongly agree (5). The reliability and validity of the school welfare scale were examined by some researchers. In Iran, Kavousian et al (2012) reported Cronbach's alpha coefficient of the total score of 0.76, and also confirmed its content and face validity. In Cronbach's alpha study, Kaplan and Maher achieved perceived academic self-efficacy and destructive behavior of 0.81, 0.84, and 0.83, respectively.

After obtaining the necessary permits, 400 students were randomly selected from among the students for whom the entry criteria were applicable and who were willing to participate in the study. After the above steps, the students were then explained about the logic and purpose of the research and also assured that all their information will be kept confidential, the results will be published in groups and not individually and the research result will change their situation. Will not. Then, at this stage, students received oral consent to participate in the research. In the next step, questionnaires were provided to measure the variables. They were also reminded that if they wished, they could complete the questionnaires several times or even at home and then submit them. To describe the data, percentage, and frequency distribution table were used along with drawing the table and graph of mean and standard deviation. The collected data were analyzed using Pearson correlation coefficient in SPSS software and structural equation model by Lisrel software. The method used was structural equation modeling with partial least squares method.

3. Findings

In order to provide a clearer picture of the demographic characteristics of the study sample, their demographic information is provided. The mean age of the girls participating in the study was 15.67 years. Thus, out of a total of 40 respondents: 60 people, equivalent to 15%, mentioned their age as 14 years, 128 people, equivalent to 32%, 15 years old, 96 people, equivalent to 24%, 16 years old and 116 people, equivalent to 29%, 17 years old. . The results of Pearson correlation coefficient showed that there is a significant negative and positive correlation between the total score of high-risk behaviors with emotion regulation and school well-being at 99% confidence level, and subscales have a significant relationship with high-risk behaviors (Table 1). According to Figures 1 and 2, the indirect effect of high-risk behaviors with emotion regulation mediated by school welfare is obtained by multiplying two consecutive path coefficients of -0.88 and -0.89, the number 0.78, since the indirect effect It is not smaller than each of the direct effects, so it confirms the hypothesis that high-risk behaviors have a significant relationship with emotion regulation mediated by school well-being..

Table1. Pearson correlation coefficient between high-risk behavioral variables and emotion regulation through school welfare mediation

	Average	Standard deviation	number of samples	Pearson coefficient	meaningful	Covariance
High-risk behaviors	17/87	4/25	400	1	-	-
Interest in school	27/34	5/8	400	-0/468**	0/000	-11/58
Perceived self-efficacy	21/73	3/71	400	-0/259	0/514	-4/09
Destructive behavior	10/21	3/34	400	-0/242**	0/000	-3/449
School welfare	59/27	8/69	400	-0/517**	0/000	-19/12
Cognitive regulation of emotion	48/72	3/87	400	0/731**	0/000	18/19

** : Significant at 1% error level

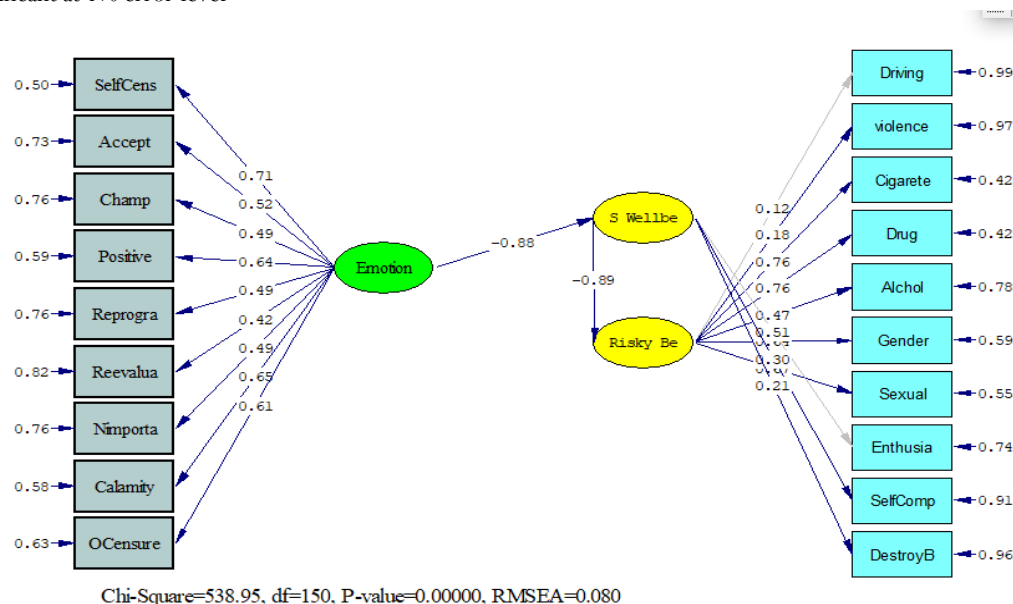


Figure1. Estimation of coefficients between high-risk behavioral variables and emotion regulation through standardized school welfare

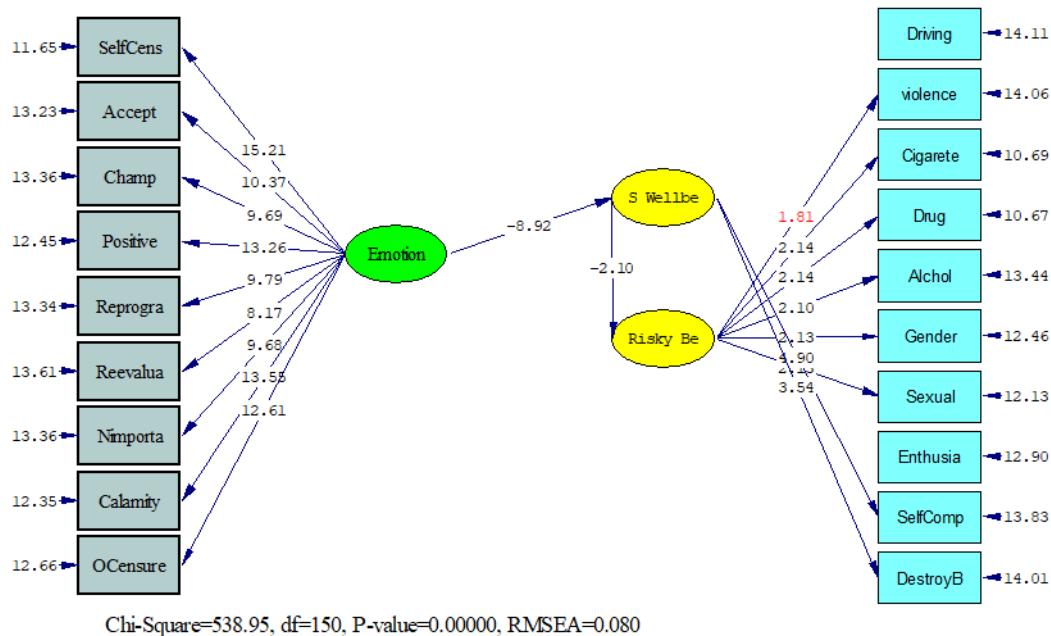


Figure2. Estimation of coefficients between emotion regulation variables and high-risk behaviors through school welfare mediation in a significant state of coefficients

In the present study, the RMR value is 0.10, which is a very good value to show the proper fit of the model and confirms that the model based on the RMR index has a good ability to estimate the relationships between variables. Enjoys. In the obtained model, the GFI value is equal to 0.83, which indicates a good fit of the model and a strong correlation between the research variables. Also, the AGFI value is calculated to be 0.78, which indicates a good fit and a strong correlation between Variables in the model. In the present study, the RMSEA value for the second hypothesis is equal to 0.08, which indicates a strong fit and a reasonable error rate in the statistical data of the study. The NFI index in the present study is equal to 0.79, which indicates that compared to the null hypothesis of the research, the theoretical model of the research has an acceptable and almost good fit and the model is confirmed, there is a significant relationship between Research variables confirm the model trust. The value obtained in the present study for the NFI index was equal to 0.91 and is accepted and thus proves the suitability of the model. A CFI value of 0.93 was obtained for the second hypothesis, indicating that the sample size and model fit are in a suitable and acceptable condition

4. Discussion

The results of Pearson correlation coefficient show a negative and significant relationship between cognitive regulation of emotion and high-risk behaviors mediated by school well-being and the structural relationship based on analysis of covariance showed that in the case of significant coefficients, a strong relationship between the two variables. There is; Also, the fit of the obtained model indicates the desirability of the obtained structure and therefore the hypothesis was confirmed that the amount of high-risk behaviors in adolescent female students can be predicted based on emotional behaviors and mediation of school welfare. The present findings are consistent with the results of previous studies such as Molakarimi (2019), Bahadori Khosroshahi (2017), Hassai & Khalaji (2017), Marraccini, et al (2019) and Moore et al (2018) Shows that emotional behaviors are a strong predictor of high-risk behaviors in adolescence. Emotional dysregulation is generally associated with risky behaviors. High-risk behaviors such as substance use, high-risk sexual behaviors, self-harm or self-harm, aggressive behaviors and eating

disorders are associated with emotion. The important point in all these studies is that emotion regulation disorder plays a higher role than other risk factors (Weiss et al, 2012).

Adolescence is a critical period in terms of time for health and well-being. Many young people experience psychedelics and other substances such as alcohol, cigarettes and marijuana for the first time during this period. It is estimated that one in five people show signs of mental health problems (Donoghue et al, 2019). Mental health problems spread during adolescence and in the long run lead to high costs in adulthood (Lee et al, 2014). Mental health and well-being are two overlapping topics, but they also have their own distinctions that make well-being interpreted as living happily in life. Based on theoretical and research evidence, academic excitement is closely related to academic achievement and outcomes. At different levels of education, they have a wide and profound effect on learners' learning and play an essential role in their psychological well-being and cognitive-social functions. In fact, emotions increase motivation by affecting self-regulation and other regulation and affect learners' academic achievement. Therefore, understanding the functional nature of emotions in educational situations is of particular importance (Martin et al, 2015). Explaining the research findings, we can refer to the research of Ward-Ciesielski, et al (2018) who studied the relationship between emotion regulation and suicidal ideation. The results of this study showed that emotion regulation has a direct effect on suicidal ideation and suicide attempt. Negative emotion regulation had a greater effect on suicidal ideation and suicide attempt than positive emotion regulation. Moore et al (2018) also studied the relationship between substance use and school well-being and mental health. The results showed that school well-being is associated with reduced substance use and increases mental health; and state that interventions in improving school well-being indicators lead to happiness and potentially reduce substance use among students.

Numerous research evidences indicate the effect of emotions on structures similar to school welfare. Research shows that emotions in cognitive, motivational and behavioral dimensions can play an important role in fostering positive relationships in school, promoting student enthusiasm, reducing behavioral problems and academic achievement, academic self-efficacy beliefs and academic engagement. (Reyes et al, 2012). While some previous studies have shown a negative relationship between well-being and mood disorders and external behaviors and new data show that there is a positive relationship between mental health and well-being (Patalay, et al, 2016). The relationship between the prevalence of substance use and well-being has been proven in previous studies (Lai, et al, 2015), and also considering the negative relationship between emotion and high-risk behaviors, which has been discussed in detail, it can be seen that if emotion is not controlled. Negative as well as low school well-being, the occurrence of high-risk behaviors will be inevitable and this can seriously endanger the health of students and therefore identify common risks and supportive factors to determine the type of intervention necessary. Accordingly, it is suggested that school well-being be considered as an important structure to reduce high-risk behaviors as well as improve students' academic achievement. One of the existing solutions, in addition to understanding and improving school well-being, is to increase Positive emotions and reducing negative emotions are female students that can bring higher levels of personal and social safety and health to society by reducing high-risk behaviors among adolescents.

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