Original Article

The contribution of cognitive emotion regulation strategies in anticipation of happiness and anxiety in Birjand Islamic Azad University in the academic year 2018-19

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ABSTRACT

The purpose of this study was to determine the contribution of cognitive emotion regulation strategies to predict students' happiness and anxiety. The statistical population of this study was all students of Birjand Azad University who studied in the academic year of 98-97. The sample size of this research was based on past research and the opinion of the supervisors and counselors of 100 people. Then they responded to happiness questionnaires, cognitive strategies for emotion regulation and anxiety. Pearson correlation test and stepwise and simultaneous regression were used to analyze the data. The findings of this study showed that the findings showed that there is a significant negative correlation between cognitive strategies of emotion regulation, and a positive correlation between coping strategy and positive thinking and happiness among students. In addition, multiple correlation coefficients between cognitive-emotional adjustment strategies are significant with happiness, and these strategies were able to diagnose 26.8% of the variance of happiness. Moreover, the findings showed that there is a significant positive correlation between blaming the strategy and blaming others and students' anxiety and there is a significant negative relationship between coping strategies, positive thinking and student anxiety. Also, multiple correlation coefficients between cognitive-emotional adjustment variables and significant anxiety were significant. These strategies were able to diagnose 71.3% of anxiety variance.

Keywords: Cognitive strategies of emotion regulation, happiness, anxiety

Introduction

The report of the World Health Organization shows that mental disorders account for about 10 percent of the adult population and a growing trend for these disorders [1]. It seems that this group is more at risk of losing mental health than the rest of the population. In order to maintain mental health, in addition to emphasizing physical aspects, it is recommended that the anxiety of individuals be reduced and add variables to this society that increase their happiness and happiness [2]. To achieve such a goal, prevention of emotional disturbances, anxiety and depression is essential. For this reason, the main problem is to determine what is the root of anxiety and happiness. Therefore, recognizing, diagnosing, treating and preventing them is important.

Excitements are phenomena associated with the whole body and several faces, involving multiple changes in the areas of mental, behavioral, and peripheral physiology (Marc et al., 2005). Therefore, one of the main pillars in setting them is the human mind or the cognitive part. Biologically, it is assumed that people with a thrilling setting have differences in the central nervous system (Koustart and Dymov, 2007, quoted by Hassani and Aghaei, 2012). Therefore, a factor that has recently been implicated in emotional problems is emotional regulation, and in particular its cognitive strategies. The emotion setting involves the ways in which individuals use and how they express what excitement they are and when they express it (Grass, 1998, quoted by Amin Abadi, Almighty and Peasant, 2011) [3].

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Emotional cognitive management strategies are cognitive processes used by individuals to manage exciting and stimulating information and emphasize cognitive impairment [4].

Self-blaming: To blame and blame yourself for bitter experiences (Gennowski et al., 2002)

Coping: implies acceptance of the event and bitter experience and withdrawal from what has happened [4]

Blame others: the way thinking is based on the fact that others are responsible and blamed for the bad things that have happened to you [4]

Reflection: The positive meaning of events and events during the growth period and the thought that these events can make a person stronger or look for the positive aspects of an event rather than its negative aspects (Gennowski et al., 2002)

The adjustment of emotion through cognition is inextricably linked with human life and helps him, for example, when he faces stressful or threatening events, manages or regulates emotions with and controls on them, and in His excitements do not drown (Garensky et al., 2002). In the study of behavioral disorders, it has been concluded that many of the disorders and injuries are related to the inability of individuals to properly analyze personal issues, lack of control and adequacy, to face difficult situations and lack of readiness to solve problems and problems of life in an appropriate manner, [5].

Anxiety: Beck (1978) states that anxiety, an exaggerated state of ambiguity, and an undesirable emotional state associated with external manifestations, are horror and distress that arose from a threat and inaccuracy with it (quoted by Asjarani, 2013).

The view of human beings and ontologists: From the viewpoint of the followers of this school, the explanation for anxiety with learning is not justified because anxiety is born with the birth of man and ceases with death. Humanistic and ontological theorists believe that these anxiety disorders, like any other mental disorder, occur when they do not honestly consider and accept themselves, and instead change their thoughts, excitements and behaviors. To pay. This defensive position ultimately leads to extreme anxiety and leads to impotence in human potential forces (Prosecutor, 2003).

Happiness: Duncan (2010) has defined happiness with a good feeling, enjoyment of life and a desire to sustain such an emotion (Duncan, 2010 quoted from Kurdish, 2014).

Given the benefits of a happy life for people, especially students, as the future force of the young in the community, some psychologists and researchers who have done research about joy have tried to provide ways to increase happiness among students (Zarei Matin et al., 2009).

Obviously, proper planning can play a role in boosting hope and reinforcing their incentive to work and more. Psychologists also noted that the academic achievements of the students had a significant correlation with their happiness. Hope that students can be considered an opportunity for business success in all aspects of life can be beneficial to their happiness. Research results have shown that students who have volunteered to participate and work have been more than happy. Participating students in building a country and believing them as energetic and creative forces can bring many benefits, including increasing their happiness (Emergence and Fakori, 2003). By doing any of the following, students can increase their happiness:

- Stay healthy and take care of your health.
- Security at home, place of residence, campus, workplace and community.
- Meaning of life by having a wish and pursuing a worthwhile and achievable goal.

Being entertained with the things they do and enjoying their future career.

- Attention to spiritual goals and goals, fundamental needs, love and religious and divine interests (religious attitude); (Kurdish, 2014).
- Positive thinking and attitude.
- Self-confidence and self-confidence.
- Count your blessings and be grateful.
- Use and enjoy your inventory.
- Do not compare yourself and your assets with others.
- Be funny and laugh at life.
- Forgive yourself and others.
- Balance in work and recreation ….
- Self-confidence and respect for the people.
- to believe.
- Freedom.
- Teamwork (Zarei Matin et al., 2009).

In addition to the above factors, factors such as: 1. Balancing between students and professors; 2. University facilities; 3. The organizational climate of the university; 4. Student participation in classroom activities; 5. Teaching and evaluation practices of professors and 6 - Membership in specific groups (sports, cultural, religious, etc.) also influences the happiness of students (Fazlollahi et al., 2012).

Fallah and Heidari (2013) studied the effect of emotional intelligence education on increasing the happiness of dormitory girls [6]. The results of data analysis showed that mean difference of happiness scores of pretest and posttest of experimental group with mean difference of happiness scores of pre-test and post-test of control group has a significant difference. Therefore, teaching components of emotional intelligence in the experimental group was effective in comparison with the control group in the mean score of pre-test and post-test happiness. On the other hand, analysis of covariance on happiness variable using happiness score as auxiliary variable and happiness score of post-test as a dependent variable for two groups of control and experiment with the assumption of homogeneity of variance by using Lun test showed a significant difference between the groups Showed.

Zare and Selgi (2012) found that negative correlation between depression and positive focus, positive and positive evaluation, and a wider perspective were found in the study of the relationship between cognitive emotion regulation regulation and depression, anxiety and stress in students [7]. Also, there was a positive correlation between depression, anxiety and stress with all ineffective cognitive emotion regulation strategies

(blame others, blame, rumination, disaster and acceptance). Among the components of cognitive emotion regulation, there was a significant difference between male and female students in ruminal component only. There was no significant difference between depression, anxiety and stress among male and female students.

Ghasempour, Sura and Seyyed Feshkat (2012) examined the relationship between cognitive emotion regulation strategies and death anxiety in students [8]. The results showed that there is a significant correlation between cognitive emotion regulation strategies and death anxiety. Among emotional cognitive regulation strategies, positive attention to evaluation, disaster, re-evaluation, acceptance, rumination and self-blame was the best predictor of death anxiety in students (27% = adjusted coefficient). The results of this study were expression It seems that emotional cognitive regulation strategies of psychological constructs are important in predicting death anxiety.

Otlou et al. (2013, quoted by Dehghani, 2013) conducted a study to investigate the differences in emotions and emotional regulation in anxious people. They with a statistical society of 264 students in the 11 consecutive days concluded that in individuals Anxious and non-indifferent in the emotional difference part, the ability to differentiate and adjust the excitement is different.

Marokoen (2011) found in the review study that positive emotional regulation strategies are acting as a social support mechanism and play a major role in neurotic disorders such as depression [9].

Werner, Gouldin, Ball, Hemberg and Gross (2011) stated that people with social anxiety disorder have less self-efficacy in applying re-evaluation [10].

In another study, Philo, Bali and Cis (2010) examined the role of negative emotion and emotion regulation in diagnosing depression and anxiety in adolescents aged 12 to 17 years and showed that negative emotion and negative emotional regulation strategies such as suppression and major avoidance The most common predictor of diagnosis is depression and anxiety in adolescents [11].

The assumptions made in this article are as follows:

Main hypotheses

1- The emotional adjustment cognitive strategies are related to students' satisfaction and test anxiety.

Hypotheses

1- The self-blame strategy has a significant relationship with happiness.
2- A strategy for coping with happiness has a meaningful relationship.
3- Positive thinking strategy has a significant relationship with happiness.
4- The strategy of blaming others has a significant relationship with happiness.
5- The self-blame strategy has a significant relationship with the test anxiety.
6- The coping strategy has a significant relationship with the test anxiety.
7- Positive Thinking Strategy has a significant relationship with test anxiety.
8- The strategy of blaming others has a significant relationship with the test anxiety.

Research Methodology

The purpose of this study was to determine the contribution of cognitive emotion regulation strategies (self-blame, coping, rethinking, blaming others) (predictor variable) in anticipation of anxiety and happiness (criterion variables) of students of Islamic Azad University of Birjand . Accordingly, this research is a descriptive-correlation project.

Community and Statistical Information

The statistical population of the study consisted of all graduate students of the Islamic Azad University of Birjand, who studied in the academic year of 1998-97. A total of 122 people were selected using the Cochran formula. The questionnaire was distributed among them, and 100 non-deficient questionnaires were used in the analysis and analysis of the information.

Data Collection tools

In this study, 3 Happiness Questionnaires, Cognitive Emotion Control Strategies, and Anxiety were used. Oxford Happiness Inventory has been used in many researches. This tool was developed by Argyll and Leu in 1989 in 21 articles. Subsequently, 11 articles were added to include other aspects of happiness. At the end of this scale, 32 materials were run on 8 students, and students were asked to sort the options and judge the formal validity of the questions. This changed some test materials and eliminated the three substances. A great deal of research was done on this questionnaire. Today, the questionnaire is used in research with 29 articles and responses with a Likert spectrum (I totally disagree, to the extent that I fully agree

Table 1-Reliability of the Happiness Questionnaire in this research

Reliability coefficients	Statistical Indicators
Alpha cronbach	Scale
730/	Happiness

The Persian form of the cognitive emotional cognitive adjustment questionnaire is a Cognitive Emotion Regulation Questionnaire (CERQ), designed by Nadia Grenfsky et al. (1999) and published in January 2001. The initial questionnaire consisted of 36 articles and 9 dimensions, but Amin Abadi and his colleagues (2011) turned it into validity and reliability, and after deleting it, they changed into 26 fields and 4 dimensions [3]. This questionnaire is scored by Likert method. The grades of each article are from 1-5 (I totally agree to totally disagree). Table 2 shows the distribution of questions in the questionnaire.

Table 2 - Distribution of questions of cognitive strategies for cognitive emotion regulation

question number	Number of questions	Strategies	Variable
25-22-19-15-12-11-7-6-4-1	10	Blame yourself	Emotion Control Strategies
24-21-18-16-13-8-5-3	8	Dealing	
26-23-20-14-9	5	Thinking positive	
10-17-2	3	Blame others	

This questionnaire is scored by Likert method between 1 and 5 (always true to always false). The score range for each questionnaire is between 26-130. This score has a blame rate of 10-50, a coping strategy of 8-40, a positive thinking strategy of 5-25, and another to blame others 0-15.

The validity of the questionnaire of cognitive strategies of regulation by Amin Abadi and his associates (2011) has been confirmed and its validity has been confirmed [3]. They validated the validity of this questionnaire in a study year of 88-87 by examining 250 students and using convergent validity method and comparing stress, anxiety and depression and measuring the correlation between these tools.

The Persian form of the Cognitive Emotional Settlement Questionnaire [3] in the academic year of 88-87 was surveyed on 260 students and the reliability of the dimensions for self-blame was 77coping 70.7, Blame others 64 /. Obtained. In the present study, reliability of the questionnaire was measured by Cronbach's alpha method, which confirmed the reliability of the questionnaire results in Table 3.

Table 3: Reliability of the Thinking Regulation Strategies Questionnaire in this research

Reliability coefficients	Statistical index
Alpha cronbach	Scale
810/	Blame yourself
850/	Dealing
800/	Thinking positive
830/	Blame others

Evaluation of anxiety symptoms in diagnosis and treatment is very important. In 1990, Aaron Beck and colleagues introduced the BAI comparison, which specifically assesses the severity of clinical anxiety symptoms in individuals. They presented this scale in two studies of normative psychometric findings. The first study was performed on 160 patients. In the completion of this study, another 367 outpatients were studied. Both studies indicate that this questionnaire is valid in measuring anxiety. The questionnaire contains 21 sentences, each with four options for selection. Each phrase is one of the symptoms of anxiety that usually affects those who are clinically disturbed or who are in anxiety. In addition to the studies of Beck et al. And validated findings on the proper internal consistency and reliability of the test - a good retest and a convergent validity, and a reliable differentiation for this questionnaire by clinical testing, as well as by testing students, the reliability and reliability of this questionnaire Crew In Iran, Kaviani and Mousavi (2008) surveyed 1513 men and women referring to health centers and clinics in Tehran, and a re-test of 112 people within a one-month interval, confirming the reliability of the questionnaire, reliability of Cronbach's alpha was 0.92 Have reported. In the present study, reliability of the questionnaire was measured by Cronbach's alpha method, which confirmed the reliability of the questionnaire results in Table 4.

Table 4: confirming the reliability of the questionnaire, reliability of Cronbach's alpha

Reliability coefficients	Statistical index
Alpha cronbach	Scale
910/	Anxiety

Data Analysis Methods

Statistical methods in research are used in two groups. In the first group, descriptive research is used to identify the statistical sample. The second group is the test used to test the hypotheses. Since Pearson correlation test is used to investigate relationships, it is used. However, first of all, the conditions of this test must be checked. Therefore, in the first step it must be determined whether the data obtained are normal or not, which is used for the purpose of the Kolmogorov Smirnov test. Pearson correlation test was used with respect to normal default.

Correlation only specifies the direction and extent of the relationship. Therefore, for the prediction of the variance of the criterion variable, the regression variables are used. Regression is to determine the relationship between a dependent variable (criterion) and one or more independent variables (predictors). Simple regression model with dependent variable Y and p-1 independent variable X1, X2, …, Xp-1 is defined as:

$$y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_{(p-1)} X_{(p-1)} + \varepsilon_i \quad i = 1,2,3, \ldots, n$$

In this research, simple regression is used that arranges the input of variables in the equation in a staged and concurrent manner.

Findings

First main hypothesis: Cognitive strategies for excitement relate to happiness.

First sub-hypothesis: The self-blame strategy has a significant relationship with happiness.

Second sub hypothesis: There is a meaningful relationship between happiness and coping strategies.

Third sub hypothesis: Positive thinking strategy has a meaningful relationship with happiness.

Sub-hypothesis 4: The strategy of blaming others has a significant relationship with happiness.

Table 5: Simple correlation coefficients between cognitive and emotional regulation and happiness strategie

sample number (n)	the level of significance (p)	The correlation coefficient (r)	index / Predefined variable	Criterion variable

95	0/001	–0/342	Blame yourself	Happiness
	0/0001	0/392	Dealing	
	0/0001	0/429	Thinking positive	
	0/007	–0/271	Blame others	

As seen in Table 5, there is a significant negative relationship between self-blame and student happiness (p = 0.001 and r = -0.342). Therefore, the first sub-hypothesis suggests a significant relationship between self-blame and happiness. To be

As seen in Table 5, there is a significant positive correlation between the coping strategy and the happiness of students (p = 0.001 and r = 0.392). Therefore, the second sub hypothesis is confirmed by a significant relationship between coping strategy and happiness.

As seen in Table 5, there is a significant positive correlation between positive thinking and student happiness (p = 0.0001 and r = 42.95). Therefore, the third sub-hypothesis suggests a significant relationship between positive thinking and happiness. To be

As seen in Table 5, there is a significant negative correlation between the strategy of blaming others and the happiness of students (p = 0.007 and r = -0.271). Therefore, the fourth sub-hypothesis suggests a significant relationship between the strategy of blaming others and confirming happiness. Gets

Table 6: Multiple Correlation Coefficients of Predictive Variables with Happiness by Simultaneous and Staged Entry

p	t	β	p	F	R^2	R	Predictive variables	Method	
0/026	2/26	0/319					Thinking positive		
0/364	–0/427	–0/102	0/0001	9/13	0/289	0/537	Blame others		
0/217	–1/24	–0/170					Blame yourself	Simultaneous	
0/005	2/86	0/269					Dealing		
0/0001	4/65	0/429	0/0001	2/192	0/193	0/439	Thinking positive	1	
0/0001	4/28	0/383					Dealing		Phase
0/002	13/2	0/279	0/0001	1/587	0/277	0/526	Thinking positive	2	

As shown in Table 6, multiple correlation coefficients between emotional cognitive regulation strategies (positive thinking, blaming others, blaming oneself, and coping) with happiness are significant (P <0.0001 and F = 9.13). Therefore, the first main hypothesis based on prediction of happiness is confirmed through emotional cognitive regulation strategies. The R2 value is 0.299, which indicates that the linear combination of independent variables predicts 28.9% of the variance of happiness. The results of stepwise regression showed that in the first stage of positive thinking 19.3%, the second stage of positive thinking and coping predict 27.7% of the variance of happiness.

Second main hypothesis: Cognitive emotion regulation strategies are related to test anxiety.

The fifth sub hypothesis: The self-blame strategy has a significant relationship with exam anxiety.

Sixth hypothesis: The coping strategy has a significant relationship with test anxiety.

Seventh hypothesis: Positive Thinking Strategy has a significant relationship with exam anxiety.

Eighth Sub-hypothesis: The strategy of blaming others has a significant relationship with test anxiety.

Table 7: Simple correlation coefficients between emotional and anxiety cognitive adjustment strategies

sample number (n)	the level of significance (p)	The correlation coefficient (r)	index / Predefined variable	Criterion variable
95	0/0001	0/615	Blame yourself	Anxiety
	0/0001	–0/540	Dealing	
	0/0001	–0/598	Thinking positive	
	0/0001	0/364	Blame others	

As seen in Table 7, there is a significant positive correlation between the blame strategy and students' anxiety (p = 0.0001 and r = 0.615). Therefore, the fifth sub-hypothesis suggests a significant relationship between self-blaming strategy and anxiety. To be

As shown in Table 7, there is a significant negative correlation between the coping strategy and student anxiety (p = 0.0001 and r = -0.540). Therefore, the sixth hypothesis suggests a significant relationship between coping strategy and anxiety.

As seen in Table 7, there is a significant negative correlation between positive thinking and student anxiety strategies (p = 0.0001 and r = -0.598). Therefore, the seventh hypothesis suggests a significant relationship between positive thinking and anxiety confirmation Gets

As shown in Table 7, there is a significant positive correlation between the strategy of blaming others and student anxiety (p = 0.0001 and r = 0.34). Therefore, the eighth hypothesis suggests a significant relationship between the strategy of blaming others and the anxiety

Table 8: Multi-correlation coefficients of predicate variables with anxiety.

p	t	β	p	F	R^2	R	Predictive variables	Method	
0/042	2/055	0/185					Blame others		
0/0001	–4/463	–0/380					Dealing		
0/0001	7/000	0/482	0/0001	25/65	0/633	0/796	Blame yourself		
0/0001	–5/304	–0/406					Thinking positive		
0/0001	8/743	0/615	0/0001	76/448	0/378	0/615	Blame yourself	1	
0/0001	6/686	0/448					Blame yourself		Phase
0/0001	–6/290	–0/421	0/0001	69/705	0/527	0/726	Thinking positive	2	

0/0001	6/633	0/427				Blame yourself	
0/0001	−3/830	−0/286	0/0001	54/780	0/570 0/755	Thinking positive	3
0/0001	−3/509	−0/252				Dealing	
0/0001	7/548	0/476				Blame yourself	
0/0001	−4/941	−0/373	0/0001	48/129	0/610 0/781	Thinking positive	4
0/0001	−4/833	−0/366				Dealing	
0/0001	3/562	0/285				Blame others	

As shown in Table 4-5, the multi-correlation coefficient between the variables of cognitive-emotional regulation (blame, blame, coping, and positive thinking) with anxiety is significant (F = .005 and F = 25.65). The R2 value is 633/0, which indicates that the linear combination of independent variables predicts 3/63 anxiety variance. In step-by-step regressions, it was revealed that in the first stage, self-blame was 37.8%, the second stage of blame and positive thinking was 52.7%, the third stage of blame, positive thinking and coping 57%, and the fourth stage of self-blame, positive thinking, Finding and accusing others of 61 percent predict the variance of anxiety.

Discussion and Conclusion:

The First Main Hypothesis: Emotional Cognitive Strategies are predictors of happiness.

As seen, the multiple correlation coefficient between emotional cognitive management strategies (positive thinking, blaming others, blaming oneself, and coping) with happiness was significant (P <0.0001 and F = 9.13). Therefore, the first main hypothesis based on prediction of happiness is confirmed through emotional cognitive regulation strategies. The R2 value is 0.299, which indicates that the linear combination of independent variables predicts 28.9% of the variance of happiness. The results of stepwise regression showed that in the first stage of positive thinking 19.3%, the second stage of positive thinking and coping predict 27.7% of the variance of happiness. The two-to-two relationship between these cognitive-emotional adjustment regimes was also confirmed with happiness:

According to the results in the first hypothesis: the self-blame strategy has a significant relationship with happiness.

There is a significant negative relationship between self-blame and student happiness (p = 0.001 and r = -0.342). Therefore, the first sub hypothesis is confirmed by a significant relationship between self-blame and happiness.

Second sub hypothesis: There is a meaningful relationship between happiness and coping strategies.

There is a significant positive correlation between the coping strategy and happiness of students (p = 0.001 and r = 0.392). Therefore, the second sub hypothesis is confirmed by a significant relationship between coping strategy and happiness.

Third sub hypothesis: Positive thinking strategy has a meaningful relationship with happiness.

There is a significant positive correlation between positive thinking and student happiness (p = 0.0001 and r = 42.95). Therefore, the third sub-hypothesis is confirmed by a significant relationship between positive thinking and happiness.

Sub-hypothesis 4: The strategy of blaming others has a significant relationship with happiness.

There is a significant negative correlation between the strategy of blaming others and the happiness of students (p = 0.007 and r = -0.271). Therefore, the fourth sub-hypothesis is based on a significant relationship between the strategy of blaming others and happiness.

Happiness involves several essential elements, the emotional component that a happy person is happy and happy with, is a social component, in which the person happily meets a good social relationship with others and can receive social support from them, and eventually a component Cognitive, which makes the person happily process the information in a particular way, which ultimately makes him feel happy and optimistic (Diner, 2000). Hence, in happiness, the evaluation of individuals and their lives can incorporate their cognitive aspects or their emotional aspects in response to life events (Valves et al., 2004). The aim of many studies in the field of excitement is to regulate its consequences [12]. When a person faces an emotional state, feeling good and optimistic, alone, is not enough to control his excitement. He needs to have the best cognitive function at this moment (Damacio, 1994, quoted by Salehi, 2011) and is trying to control his excitement [13]. Exercise control involves creating thoughts and behaviors that will make people aware of what kind of emotion they are, when this emotion emerge and how it should be expressed. One of the strategies for adjusting excitement is blame. That is, it is responsible for itself and blamed for bitter experiences (Gennowski et al., 2002). Evidence suggests that this strategy is positively correlated with depression and other related injuries. It is also clear that this strategy is correlated with anxiety and attempted suicide (Isa Zadehka et al., 2013). This strategy and the strategy of blaming others are similar to documentary styles [2]. Emotional adjustment strategies that are activated before a stressful incident lead to the interpretation and interpretation of the situation in such a way as to reduce the emotional responses associated with that position. This process of evaluation is called again [13].

Correlation implies acceptance of the event and bitter experience and withdrawal from what has happened [4]. This strategy is one of the predictors of mental health (Issa Zadegan et al., 2013). In stressful situations, admitting an event is a way to have mental health because it reduces the negative burden of what happens. This strategy also correlates with the social function of individuals [14].

Mattelin and Guarnon (1979) and Arjil, Martin and Lev (1995) [15] evaluated the effect of emotional regulation on happiness, positive happiness, life satisfaction, and lack of negative emotions, including depression and anxiety. They considered positive relationships with others, purposefulness of life, personal growth and love of others and nature as part of

happiness, and showed that people are happier because of a positive assessment of events. Kobasa (1982) reported internal control as one of the factors affecting happiness.

Positive thinking as another strategy of emotional regulation means effective thinking about positive events instead of negative events [4]. Abdi et al. (2010) concluded that the strategy has a negative relationship with mental health and depression and those who benefit from this strategy are less likely to experience problems with sleep disorder [14].

Grenfsgie et al. (2009) argue that people in their emotional state adjust their excitement in different ways. Some people turn to rumination, self-blame, blame for others, a catastrophic notion that makes the situation unfavorable and increases negative emotions. In contrast, some rely on positive re-focus, landscape development, positive assessment, acceptance, and planning, which triggers emotional management and increases individual's ability to cope with it.

The final strategy is blaming others, that is, thinking how others are responsible and blaming the bad things that have happened to you [4]. This strategy is one of the predictors of mental health and is seen in more boys (Isa Zadegan et al., 2013). Yousefi (2006) in his research showed that these strategies show a lack of mental health [2].

Bruns et al. (2013) found in their research titled Positive and Negative Hypotheses in Daily Life that the use of emotion regulation strategies would increase positive emotions, reduce negative emotions and thus increase the sense of happiness of individuals.

Otto et al. (2014) found success and happiness as a result of tuning the excitement and re-evaluating excitement as a way to reduce the negative emotional impact.

Web et al. (2012, quoted by Peasant, 2013) found that whenever the excitement setting of the three-step process of detecting the need for excitement determines how to regulate and adopt a strategy for regulation, it has led to overcoming a wide range of Common clinical problems, including depression and anxiety, result in a significant increase in the level of happiness, as well as the improvement of relationships and management of mood swings [16].

In Iran, Ridvwan, Bahrami and Abedi (2006) also concluded that emotional regulation affects the incidence of happiness and confirms the emotional assessments that have been made to teach this effect [17]. Steel Cheng and Hassan Nia (2014) have also confirmed the effectiveness of an effective research and providing emotional stress training.

The second main hypothesis: Cognitive emotion control strategies are anxiety predictor.

As seen, the multiple correlation coefficient between the variables of emotional cognitive regulation (blame, blame, coping, and positive thinking) with anxiety is significant (P <0.0001 and F = 25.65). The R2 value is 633/0, which indicates that the linear combination of independent variables predicts 3/63 anxiety variance. In step-by-step regressions, it was revealed that in the first stage, self-blame was 37.8%, the second stage of blame and positive thinking was 52.7%, the third stage of blame, positive thinking and coping 57%, and the fourth stage of self-blame, positive thinking, Finding and accusing others of 61 percent predict the variance of anxiety.

The relationship between these two strategies of emotional cognitive regulation is also confirmed by anxiety:

Fifth sub hypothesis: The self-blame strategy has a significant relationship with anxiety.

There is a significant positive correlation between the blame strategy and students' anxiety (p = 0.0001 and r = 0.615). Therefore, the fifth sub-hypothesis suggests a significant relationship between self-blame and anxiety.

Sixth hypothesis: The coping strategy has a significant relationship with anxiety.

There is a significant negative correlation between the coping strategy and students' anxiety (p = 0.0001 and r = -0.540). Therefore, the sixth hypothesis suggests a significant relationship between coping strategy and anxiety.

Seventh hypothesis: Positive thinking strategy has a significant relationship with anxiety.

There is a significant negative relationship between positive thinking and student anxiety (p = 0.0001 and r = -0.598). Therefore, the seventh hypothesis suggests a significant relationship between positive thinking and anxiety.

Eighth Sub-hypothesis: The strategy of blaming others for anxiety has a significant relationship.

There is a significant positive correlation between the strategy of blaming others and students' anxiety (p = 0.0001 and r = 0.34). Therefore, the eighth hypothesis suggests a significant relationship between the strategy of blaming others and anxiety.

In the research literature, there is evidence of differences in the use of emotion regulation strategies and the impact of strategies used on their health or lack of emotional health. There is some evidence that the use of some emotional regulation strategies can lead to increased emotional problems; for example, recent research suggests that ineffective regulation of excitement is part of Chains are the causes of emotional problems (mood and anxiety), and many of the characteristics of anxiety and mood disorders are in fact maladaptive attempts to regulate unwanted emotions (Campbell and Barlow, 2007).

In this regard, Grass and Thompson (2007) found findings on the role of an inconsistent excitement in anxiety and mood disorders [12]. Studies have been done on which of the emotion regulation strategies are related to these disorders. For example, in several studies, the use of an anxiety disorder prevention strategy has been attributed. For example, in a study, it has been suggested that people with anxiety and mood problems use this strategy to control unwanted thoughts (Beaver, Wansall, Hayes and Scott, 1999; Ahlers, Maya and Barant, 2003; quoted by Campill and Barlow, 2007). In another study, panic disorder patients reported more control than controls, exaggerating excitement about their anger, sadness and anxiety (Baker et al., 2004, quoted by Foulad Cheng and Hassan Nia, 2014) [18].

Also, in a recent laboratory study, it was shown that people with anxiety and mood disorders more than the control group used anxiety disorder during pregnancy (Campbell and Barlow, 2007). In another study, people with panic disorder reported that trained inhibition was very similar to the one they usually

use to manage their anxiety in their daily lives (Levitt, Brown, Ursula and Barlow, 2004). Quoted from the peasant, 2013). Meanwhile, it has been shown that in addition to anxiety, obsessive-compulsive disorder is also related to inhibition strategy and inhibition of thoughts is the most common symptom associated with obsessive-compulsive disorder (Toulin, Abramovitz, Pizarakki and Fava, 2002, quoted from Afzal, 2011) [5].

Although some studies have shown that many people with mood and anxiety use an inhibitory strategy to regulate their excitement, it does not seem to be effective in inhibiting such patients, as it leads to Increased sympathetic anxiety and consequently increased distress in anxious people (Reis, Patterson, Garsky and McNally, 1986, quoted Campbell and Barlow, 2007). For example, many studies have shown that after the use of an inhibition strategy, unwanted thoughts have increased (Wagner, Schwandiger, Carter and White, 1987; Trinet & Salkoquis, 1994; quoted Campbell and Barlow, 2007). Therefore, in these patients, inhibition has prevented the production of thoughts. Research suggests that, although the inhibition of transient thoughts can reduce anxiety and feelings of shame, it has some kind of reflective effect on thoughts and leads to more unwanted thoughts (Salkoqis and Campbell, 1994; Wagner and Colleagues, 1987; quotes Campbell and Barlow, 2007) and ultimately exacerbate these excitements instead of reducing anxiety and shame (Campbell and Barlow, 2007).

Two other emotional regulation strategies, which are based on research results, are likely to be related to mood and anxiety problems, which can aggravate these problems; it is anxiety and rumination. Studies have shown that some people with mood and anxiety disorder have a positive attitude toward worry and rumination and consider it as a way to reduce short-term and even long-term emotional distress. For example, they argue that worry helps them prepare for possible situations and thus avoid future discomforts (Campbell and Barlow, 2007).

In general, patients (and not healthy people) report that using worry is a way to avoid thinking about painful issues (Campbell and Barlow, 2007). There is some evidence supporting the assumption that worry is a way to avoid the excitement and physical arousal of it (Burkhock, 1994; Burkhock and Hugh 1990; quoted Campbell and Barlow, 2007). In this way, worry is likely to be a way to counteract the potential threats and physical excitement that is usually associated with fear.

(Campbell and Barlow, 2007). Concerned about the decrease in arousal, it is assumed that this leads to the strengthening of the worry process (Brookwack, 1994; quoted Campbell and Barlow, 2007).

But the negative implications of worry overlooks its benefits. For example, at times, worry is a means to solve a problem, but it seems to be time-consuming to make decisions without an effective solution to problems (Metzger, Miller, Cohen, Soph Ka, and Brookwack, 1990; Quoted from Campbell and Barlow, 2007). In addition, parasympathetic stress is a concern and can be part of the normal emotional state of the individual and is considered as part of the symptoms of emotional problems (such as muscle tone and sleep disorders) (Campbell and Barlow, 2007).

Depressed people also benefit from mental retardation, including increased self-awareness and understanding of depression, moving toward solving life problems and preventing future mistakes like fears, it has been shown that rumination, despite the benefits it may have , Leads to intensifying and prolonged mood and depression (Nulen-Haxa, Marwa and Fredrikson 1993; Schmalling, Dmitriyan, Cannon, Sullivan, 2002; quoted Campbell and Barlow, 2007). Therefore, rumination is a strategic strategy for the prevention, continuation and treatment of depression.

Some studies have shown that people with emotional problems have an emotional disorder. For example, people with borderline personality disorder, which is characterized by the experience of negative emotions, show a more advanced sensitivity and vulnerability and a greater delay in returning to the baseline of excitement in the face of emotional stimuli compared with normal people. For example, Lynch et al. (2005) quoted Cheng and Hassnaya Steel, 2014), the greater the sensitivity of the patients to the peripheral personality disorder than the facial expressions of emotions, both negative (such as anger) and positive (such as joy). When faculty researchers changed their facial expressions from ineffectual to extreme intensity (emotionally), these patients reacted faster than normal individuals to change faces. This study demonstrates the high sensitivity and vulnerability of patients with borderline personality disorder. Of course, this finding was not confirmed in some other studies. Among them, Levin, Marzilla and Hood (1997), according to Lynn, Boahis and Lynch (2007), reported that 30 females and females compared with 40 balanced individuals (control group) in detecting facial expressions (in excitement Anger, fear and hatred) were less accurate.

Stigler Meyer et al. (2005, quoted by Salehi, 2011) have shown that people with borderline personality disorder experience more abnormal and prolonged anesthesia, and bio-vulnerability may play an important role in the problem of regulating their excitement Plays [13]. Because many of the abilities are subject to emotional regulation, they suffer from problems such as restraint, interpersonal conflicts, deficits in targeted behavior, and so on, due to defects in this area.

On the other hand, the difficulty in returning from the peak of excitement makes the emotional disorder (especially the borderline personality disorder) more vulnerable to other emotional triggers in the environment and ultimately leads to reactivation and more severe responsiveness Emotion Therefore, these people will have difficulty shutting down the processing of negative emotional information (Linna, 1993, quoted by Linnaan et al., 2007). In a study, Stiglmaier et al. (2005) compared the mental findings of women with borderline personality disorder and normal people, and showed that in the first group, there was a significant increase in the length and severity of mental retardation resulting from stress From Lynn et al., 2007). As a result, this finding suggests that people with emotional anomalies, such as patients with borderline personality disorder,

are more delayed in returning to the baseline of excitement than normal, and experience negative excitements longer.

In the context of the role of the nervous system in emotional disorder, Grass and Thompson (2007) examined the processing of stressful memories in patients with borderline personality disorder and showed that these patients during stressful events reminded, compared with normal people, activity Fewer in the anterior belt section of the cortex, forehead, and forehead part of the forehead folds [12]. Overall, brain imaging shows that these patients have a malaise in the network of parts of the brain that are mediated by excitement and show greater and more reactive response to stimulant stimuli. Their parents are at a higher level in terms of emotional acceptance, they are better able to control their negative emotions.

For example, Dunham (1998) found that when parents looked at the excitement of preschoolers, but did not teach them excitement, the kids did not learn about excitement and did not pay much attention to the excitement of their peers. They made The effect of role play and emotional coaching of fathers on the emotional order of children and social and school behaviors was shown in Jeffrey's research (2003), quoted by Rezvan, Bahrami and Abedi (2006) [17]. He showed that their children bettered their emotions and had a more positive attitude in school when the fathers taught their children to work with the thrill of anger. Martin and Dahlin (2005) concluded that in the study of the relationship between emotional components (stress, depression and anxiety), there was a relationship between stress, anxiety and depression with negative strategies for cognitive emotion regulation (rumination, blaming the blame) Knowledge of others) and positive strategies for cognitive emotion regulation (acceptance, positive evaluation, positive self-awareness), there is a significant positive and negative correlation [19].

In this regard, Kapa'idin (2009, quoted by Salehi, 2011) by examining the excitement of students in Dehriman, especially the anxiety during the exam, through predictive excitement regulation, showed that emotion regulation strategies significantly reduced the test anxiety before As a result, the findings indicated that emotional regulation had a significant positive correlation with the test anxiety [13].

In Iran, Abdi et al. (2010) concluded that there was a significant correlation between cognitive emotion regulation styles and general health in examining the relationship between emotional regulation and general health [14]. Among the conflicting emotional cognitive styles of disaster and blame The other predictors were psychological health and were among the responsive emotional adjustment styles of positive re-focus and re-evaluation of psychological health predictors. The cognitive style of disaster was the most causative factor in public health.

Proposals

Based on the results, with the growth of positive emotional cognitive regulation strategies, the level of happiness can be increased and the amount of anxiety can be reduced. With this in mind, it is suggested that:

- Students will be identified based on the number of negative and positive strategies used, and those who use more negative strategies will be introduced to the university counseling center.
- Workshops for familiarizing cognitive strategies of emotion and self-development in this field.
- Workshops on how to develop positive emotional strategies.
- Cope with negative emotions in arousal, education, and growth situations. One way to do this can be to refer to the assignment.
- Exercises for expressing emotions will be taught and developed. One of these methods can be the embodiment of the situation.
- Methods to receive emotion training. One of these methods can be a therapeutic show.
- Given the fact that in the young age, emotional adjustment methods are automatically introduced, the parents of the community are taught how to teach children how to regulate their excitement.

Research suggestions

According to the results, it is suggested that other researchers:

- This research will be conducted in an effective manner.
- Research in other target communities.
- In a longitudinal study, this study will focus on children and educate them, and then at a young age, on the use of any strategy to determine what other factors, besides training, can affect the choice of strategy.

Research Restrictions

One of the limitations of this research is the statistical society. This research is limited to limited student societies. Another research constraint is using the questionnaire. Questionnaires are a self-report tool that honesty in responding to it is a condition for the accuracy of research outputs. Finally, other variables that could have been mediators in this regard are not included.

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