

Study on the Relationship Between Negative Emotion and Emotion Regulation Ability of Middle School Students

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Abstract: In recent years, the negative emotion of middle school students has been prominent, which has attracted wide attention from the society. In this study, a cohort of 1160 students of 4 secondary schools in Chongqing. And the results showed that: 1. there are differences in each dimension of middle school students' emotional regulation ability in demographic variables; 2. there is a significant negative correlation between each dimension of emotional regulation ability and the negative emotion; 3. it can be predicted 37.6% variation of depression in middle school students from aspects of emotion control, self-efficacy of emotion regulation, reflection of emotion regulation, application of emotion regulation strategy and emotion evaluation, and can be predicted 28.6% variation of anxiety from aspects of emotion regulation self-efficacy.

Keywords: Middle school students; Negative emotion; Regulation ability; Relationship research.

1. Introduction

Negative emotions, especially anxiety and depression, hinder adolescent middle school students' mental health development.

And the effective emotion regulation strategy has a positive impact on students physical and psychological health and overall development of personalities. Affected by the delayed start of school, the long time and closure-oriented learning at home has inevitably led to many new educational problems, and the emotional problem is one of them. At present, domestic and foreign researches on emotion regulation mainly focus on the study of negative emotion^[2]. With the increasing influence of negative emotions on middle school students, the middle school students' ability to regulate negative emotions, and how to guide middle school students to conduct reasonable emotion regulation for families, schools and societies have become new research interests.

2. Research method and process

2.1 Assessment objects

This study adopts cluster sampling method, and the sampling scope involves 4 ordinary middle schools in Chongqing city (including 3 urban middle schools and 1 rural middle school), the total number of participants is more than 1160. And it received 1143 valid questionnaires, excluded 34 invalid ones, and collected 1109 valid ones. Among them, there were 565 boys and 544 girls; 270 in junior high school students in Grade Seven, 239 in junior high school students in Grade Eight, 158 in junior high school students in Grade Nine, 261 in senior one students and 181 in senior two students; There were 709 only children and 400 not only children. There were 808 in urban schools and 301 in rural schools; 140 day students and 969 boarding students.

2.2 Assessment content and tools

This study adopts the methods of the Central Depression Scale (CES-D), the State-trait Anxiety Questionnaire (STAI), and the adolescents' emotional regulation ability questionnaire compiled by Ji Jiajun. The Cronbach α coefficients of the above scales were 0.931, 0.943 and 0.948, respectively, which had good internal consistency validity.

2.3 Testing process

After obtaining the informed consent of the tested person and the class teacher, the Questionnaire-Star platform is used to the questionnaire online. Before the test, the questionnaire made by the tested person is briefly explained and the filling method is

instructed. And the subject will submit the questionnaire automatically after answering within the specified time.

2.4 Data statistics and analysis

The evaluation data obtained in this study are entered, processed and analyzed by using SPSS20.0 analysis software.

3. Result analysis

3.1 Analysis of the current condition of middle school students' negative emotions

The survey results show that in the past three weeks, some middle school students have faced different degrees of negative emotions. The frequency of depression in a week to predict the occurrence of depression showed that the average score of the middle school students was 14.53, and 8.7% of the students scored 30 points above the standard score for depressive symptoms. As for the survey results of anxiety, the average score of middle school students participating in the assessment reached 38 points, of which 38.6% were higher than 40 points.

3.2 Analysis of the current condition of middle school students' emotional regulation ability

In general, the average score of middle school students' emotional regulation ability assessment is 4.21 points. The highest score item was emotion perception, 4.30 points; Followed by emotion control, 4.41 points; Followed by emotional regulation self-efficacy at 4.24 points; Applied emotion regulation strategy, 4.16 points; Emotional evaluation was 4.14 points; And the lowest reflective ability of emotion regulation, 4.00 points. Therefore, it can be seen from the analysis results that middle school students' emotional regulation ability is good on the whole.

3.3 Analysis of different categories of middle school students' emotional regulation ability

3.3.1 Difference analysis of emotional regulation ability of middle school students of different genders

The independent sample T-test showed that the emotional regulation self-efficacy of boys (5.47) was significantly higher than that of girls (5.14) ($p < 0.000$); In terms of applying emotion regulation strategies, boys (4.26) were significantly higher than girls (4.06) ($p < 0.01$); In terms of emotion control, boys (4.52) were significantly higher than girls (4.30) ($p < 0.000$); In the reflection of emotion regulation, boys (4.03) were significantly higher than girls (3.88) ($p < 0.05$). There was no significant difference in emotion perception ($p=0.800$) and emotion evaluation ($p=0.971$). It can be seen that the emotional regulation ability of boys is higher than that of girls.

3.3.2 Analysis on the difference of emotional regulation ability of day and boarding students

This paper analyzes the difference of middle school students' emotional regulation ability in day and boarding students. The results showed that the emotional perception of day students (4.56) was higher than boarding students (4.27) ($p < 0.001$); Emotional evaluation, day students (4.46) was higher than boarding students (4.10) ($p < 0.000$); The emotional self-efficacy of day students (4.64) was higher than that of boarding students (4.19) ($p < 0.000$); The application of emotion regulation strategies was higher in day students (4.60) than in boarding students (4.10) ($p < 0.000$); Emotional control, day students (4.72) was higher than boarding students (4.36) ($p < 0.000$); Emotional regulation reflective ability, day students (4.31) was higher than boarding students (3.90) ($p < 0.000$). In summary, day students had higher emotional regulation ability than reflective ability in six aspects.

3.4 Study on the relationship between negative emotion and emotion regulation ability of middle school students

In order to verify the correlation between middle school students' emotional regulation ability and each dimension and negative emotion, as well as the degree of correlation between each dimension, person product difference correlation analysis was conducted for depression, anxiety and emotional regulation ability respectively, and the correlation analysis results were obtained. As can be seen, depression and anxiety of middle school students are significantly negatively correlated with emotion perception, emotion evaluation, self-efficacy of emotion regulation, application of emotion regulation strategies, emotion control, and emotional regulation reflective ability.

3.5 Multiple regression analysis of emotion regulation ability on negative emotion

In order to explore the relationship between middle school students' emotional regulation ability and their negative emotion prediction, multiple stepwise regression analysis was conducted with emotional regulation ability as independent variable and depression and anxiety as dependent variables. The results showed that emotion control, self-efficacy of emotion regulation, reflection of emotion regulation, application of emotion regulation strategies and emotion evaluation had significant predictive effects on depression of middle school students. Emotion-regulating self-efficacy, emotion-regulating strategy and emotional evaluation factors have significant predictive effects on anxiety of middle school students.

4. Conclusion

4.1 Middle school students face different degrees of negative emotional distress

Middle school students' negative emotions such as depression and anxiety were generally normal and at a medium level. And middle school students are in adolescence, both physical and psychological changes are taking place, its self-awareness is gradually enhanced, emotional experience is more profound and rich, emotional structure is becoming more complex^[4-6]. Especially girls are more sensitive and vulnerable than boys. For the Grade Nine students, due to the academic pressure of high school entrance examination, they feel more confusion of negative emotions than other grade students. Students' mental health level is also greatly affected by their economic development level^[7].

4.2 The overall level of middle school students' emotional regulation ability is good, and there are significant differences between different genders, whether they are the only child or not, and between day and boarding

This study shows that middle school students' emotional regulation ability is generally good. In terms of gender, boys' emotional regulation self-efficacy, applied emotional regulation strategies, emotional control and emotional reflection are higher than girls', which is consistent with previous studies. Due to the innate differences of male and female students in physical aspects, as well as the differences of acquired environment and education, female students are more sensitive to emotions and worry, while male students are on the contrary, which makes male students' emotional regulation ability stronger than female students.

The only child applies the emotion regulation strategy slightly higher than the non-only child. Li Yanhua believe that the anxiety of parent-child conflict will shake children's inner emotional security to a certain extent^[8].

4.3 Middle school students' emotional regulation ability has a significant predictive effect on negative emotions

Middle school students' emotional regulation ability has a significant predictive effect on their negative emotions, and their emotional cognition ability, emotional control ability and emotional regulation reflective ability have a reverse predictive effect on depression and anxiety. In other words, the stronger the emotion regulation ability of middle school students, the lower the degree of depression and anxiety. However, the survey results show that the emotional regulation ability of middle school students is generally good, so why do they feel so much negative emotional distress? Since the ability of emotional regulation is very situational, the adjustment method that can be adapted to a certain situation may not be applicable to another different situation^[2].

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