Original Research

The Relationship between Coping Styles with Problem-Solving Stress and Self-Control of Students with Their Parents' Emotional Styles

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Abstract:

Background: The aim of this study was to investigate the relationship between coping styles with problem-solving stress and the self-control of students with their parents' emotional styles.

Method:

The statistical population of the study consisted of male and female students of the first middle school of District 2 of Tehran education in the academic year of 1400 with their parents. From this population, 75 male and 113 female students were selected by random sampling method.

Results:

The results showed that there was a significant positive correlation between problem-solving styles and emotional styles of parents and children.

Conclusion:

There is a significant difference between trust in problem-solving in female and male students and the mean of trust in problem-solving in boys is higher than in girls. Also, there is a significant difference between the emotional styles of girls and boys. In this regard, the mean of boys' emotional styles is higher than girls.

Keywords: Problem-Solving Styles, Emotional Styles, Students, Parents

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Introduction

Stress is a physiological response of the body against any change, threat, and external or internal pressure that disturbs one's mental balance. Stress-causing factors have different degrees and types. On the other hand, these factors, assuming the same content, have different responses in different people. Variables such as age, gender, education level, social class, marital status, race, genetics, etc. One of the causative factors that lead to this diversity. High stress, severe emotional reactions, job dissatisfaction, socioeconomic problems, family dissatisfaction, and many other factors make them more likely to develop a group of mental disorders. According to the latest survey conducted in Iran, mental illness in 1400 included 21-22% of people 15-65 years old. Mental disorders have detrimental effects on society by creating direct costs (financial burden for diagnostic and therapeutic measures, rehabilitation, and prevention) and (reduction of individual capacity, reduction of active community force, family burden, etc.). In addition to the mind, these disorders also affect the body. Research confirms that emotional stress causes disorders of the autonomic nervous system and endocrine glands (1). Self-control indicates the degree to which one's behavioral characteristics match the existing situation. The concept of self-control, developed by Schneider in 1974, means how flexible or stable a person is in his position. One of the most important skills that characterize people's mental health and well-being is self-control (self-monitoring). People who can prioritize realistic goals and balance emotions and intellect at the time of decision-making are self-control (2). Generally, the self-control process consists of four stages: 1) setting standards or standards, 2) measuring performance; 3) detecting deviations, and 4) taking corrective measures. Bagheri Maragheh (2019) (3) has conducted a study titled "The effect of problem-solving skills on stress coping styles and emotional self-efficacy in mothers of premature infants". Infant's age less than 32 weeks, mother's lack of chronic physical and mental illnesses, minimum level of maternal literacy in elementary school, mother 18 years and above, lack of history of preterm birth in previous delivery of mother, lack of any congenital major abnormalities in the newborn. Exclusion criteria: Mother's cancellation from participation in the study, neonatal death, infant discharge before the intervention, and absence of the mother for more than one session in the intervention sessions. Kikhania and Nikmanesh (2017) (4) have conducted a study titled "Investigating Coping Styles with Problem Solving Styles as a Scientific Skill in Psychology". The aim of this study was to investigate coping styles with problem-solving methods as a scientific coping skill. Problem-solving is a skill that a person can use when planning to deal with life problems and is psychologically useful. The use of problem-solving methods increases self-confidence in people. Since all cognitive-behavioral therapies themselves are considered problem-solving methods, they teach the individual how to behave in dealing with problems. Coping styles are the efforts we make to control and manage situations that seem dangerous and stressful, and indicate that coping requires effort, planning, and the proper use of problem-solving processes. Inalo et al. (2012) (5), have conducted a study entitled "Stress coping styles in nursing students." The findings of the present study showed that the predominant method of students coping was problem-oriented style. None of the demographic characteristics had a statistically significant relationship with students' coping styles. The coping styles that people use affect their health. Nursing students experience a variety of stresses. Ineffective coping causes more stress, incompatibility, and the occurrence of mental disorders and problems. The aim of this study was to investigate the

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coping styles used in undergraduate nursing students. The results of the present study showed that the dominant method of students coping was the problem-oriented style. Also, after the problem-oriented style, emotion-oriented and avoidance-oriented styles have been used. Considering the relationship between coping styles with mental health and also paying attention to the fact that having mental health in students, especially nursing students who deal with patients and play an important role in the health system, is very important and It needs special attention, so the use of strategies to improve it should be a goal in the educational programs of nursing schools. Stress is a term that everyone uses today, but they don't have a clear opinion about what stress really is? In psychology, stress is defined as being subjected to psychological pressure. Stress is the body's physical, mental and chemical reaction to events that cause fear, excitement, panic, feelings of danger, or anger (6). Stress is any kind of stress or change in the internal and outside environment that may disturb the vital equilibrium and in certain conditions is a disease, in fact, almost every individual activity includes some degree of stress, sometimes pleasant times, sometimes mild, and sometimes stressful. Some of their oaths of life of them are based on stress which makes them difficult to face the environment (7). Stress or anxiety is a state of anxiety and internal pressure that a person prepares to face danger or serious problems with the secretion of hormones such as cortisol. Increased heart rate, high blood pressure and sweating, cold hands and feet, pupil dilation, hearing sensitivity, and secretion of cortisol, epinephrine, and norepinephrine are symptoms of stress. Fighting stress (stress) means any healthy effort to prevent, eliminate or weaken stressors, or to tolerate their effects so that it has the least harm (8). There are usually two ways to cope with stress: one Directly, which requires a person to pay attention to the stressful event and use behavioral and cognitive facilities to change the event, so that it changes to a stress-free situation, and the second method, which indirectly (defensive methods) requires avoiding the stressful event Or to prevent emotional, cognitive and physiological responses (9). The adaptation of the individual or the sum of individuals is always necessary for growth, development, and even to meet the everyday needs of life. Therefore, self-protection is one of the basic needs for a stress-free life. The mentioned structure also exists in one's efforts, such as the motivation for studying in person for exams. Therefore, it is important to distinguish between reacting to harmful and non-traumatizing stress. In this way, Sally divides stress into two parts:

Optimal stress (positive stress): a type of stress that affects a person to succeed

Undesirable stress (minus or double stress): stress that confuses and weakens a person (10). The reaction to stress usually depends on events that are hard to understand. A person who has positive stress may appear as a person with stress in the eyes of others. Because stress is a detached, reactive reaction. On the basis of how people understand and describe their surroundings (7). When it comes to stress, we should note that stress does not cause distress and threats at all times, and sometimes it is a good factor for coping. When people are asked to define stress, they often refer to the bad side of it, while it can also have a good aspect, and many people have defined different meanings for stress, which can generally be defined as loss of control and lack of peace. In different people's opinions, distress or stress can cause headaches, stomachaches, multiple colds, back and neck pains, and cause problems in marital relationships. Sometimes it can be a threatening condition for a person that may cause heart attacks, anxiety, depression, and ... and even death. It is enough for a person to have a realistic view of stress and consider it

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necessary for realization and cognition in his life so that he does not face crisis and confusion (11). Every human being experiences stress throughout his life, and it seems that this category has become an integral part of modern life and can rarely be avoided. Stress is a familiar concept, such as love, hate, hunger, and success that is used every day and spoken to and is familiar to survive and adapt to life changes. In life, it is associated with various diseases and disorders that endanger the lives of millions of people (11) Stress means to pressure and force. And the stimulus that causes stress in humans is called stressful or stressful factors. Hans Selie, the father of stress research, says that stress is a set of non-specific reactions that living things show in response to any demands for adaptation. Researchers have come up with different definitions of stress. Although these definitions have differences in appearance and form, in terms of content, they reflect almost a single idea (12).

Dennis Jiff: Stress is a state that occurs from the involvement of "psycho-physiological" variables on two factors the environment and the physical health of the individual.

Kerry Cooper: Stress is a biochemical and behavioral reaction that occurs in humans in the face of danger.

Susan Cartwright: Stress is a set of general reactions to incompatible and unexpected environmental factors that compel her to confront danger or choose a way out by adopting a method of war or evasion.

Cox: Stress is a person's response to internal and external processes that puts pressure on the capacity to integrate physical and mental forces. In his opinion, stress is part of a dynamic system of collision and interaction between the individual and the environment, in other words, the conformity between the "other self" and the "inner self", which is not in agreement with the "outsider". Karl al-Barcht, on the other hand, considers stress as a natural part of human function and believes that the difference between logical stress and destructive stress should be learned and experienced sensitivity in order to build up our ability to resist (11).

"Stressors fall into three main categories:

Failures**:** Failures are divided into two main parts: environmental constraints and personal constraints. Prejudice, discrimination, job dissatisfaction, and the death of a loved one are common failures that arise from the environment and physical disabilities is limited ability to perform certain tasks, loneliness, guilt, and certain control of sources of failure based on personal limitations (13).

Conflicts**:** In many cases, stress arises from the simultaneous occurrence of two or more needs with the opposite motivation. One's necessities prevent the other from satisfying. For example, if a person considers himself committed to a job, he or she must decide to give up their family for a promotion in their job or reduce their job commitment to provide for their family's well-being while trying to make a decision that conflicts (14).

Pressures: "Stress comes not only from frustrations and conflicts but also from the pressures of reaching specific goals or behaving in a certain way."

Self-control**:** The concept of self-control, developed by Schneider in 1974, means how flexible or enduring a person is in his position. Schneider stated people are divided into two categories in a general discussion:

People with high self-control and people with self-control each have characteristics. Some people are sensitive to social situations and adjust their appearance to suit the common situation, we call these people high self-control. On the contrary, there are people with low self-control who tend to express their thoughts and feelings, rather than organizing it according to the situation. One of the most important skills that are characteristic of people's mental health and well-being is having self-control (self-control) trait. People who can

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prioritize realistic goals and balance emotions and intellect at the time of decision-making are self-control (15). As Jang and Renz emphasized, being aware of one's shortcomings as well as admitting one's mistakes is one of the most important characteristics of having a complete and evolved personality. Erickson stated that one of the factors of its unity is to achieve peace in the presence of past victories, defeats, and disappointments. Such high self-esteem is based on realistic self-esteem, awareness of one's mistakes and limitations, and love for oneself and others.

Research Methodology

The research method used is the correlation method. The advantage of this method is that the researcher compares the internal correlation between them at the same time as measuring, many variables. The statistical population of this study includes first-grade male and female middle school students and their tuition in district 2 of Tehran in the academic year of 2012-2011, which includes 3723 male and 3484 female students. Of these statistics, 1884 are male students and 1824 are female students in public schools and 1723 are male students and 1356 are female students in non-governmental schools. The rest of the schools have a board of trustees. Due to the fact that some texts have suggested at least 30 subjects to select the sample size in correlation studies. The sample size in this study was 113 female students and 75 male students with their parents selected by a random sampling method.

Research Findings

Hypothesis 1: There is a relationship between the problem-solving styles of parents and their children.

In order to investigate this hypothesis, the Pearson correlation coefficient between emotional style scores in parents and their children was calculated. The results are presented in Table 1.

The results of Table 1 show that there is a significant positive correlation between the scores of parental problem-solving styles and their children's problem-solving styles at the level of 0.01. Correlation coefficients between trust style in solving problems in parents and children (P<.01, r= 0.383), avoidance-tendency style in parents and children (P<0.01, r = 0.366) and personal control style in parents and children (P<=0.01, r =0.251) are all positive and significant. In general, with the increase of parental problem-solving styles, children's problem-solving styles also increase or vice versa.

In order to investigate the effect of children's sex, the Pearson correlation coefficient was calculated separately between the scores of problem-solving styles of parents and children of girls and boys, the results are presented in Table 2.

The results of Table 2 show that there is a significant positive correlation between the scores of problem-solving styles of parents and their male and female children at the level of 0.05, the coefficients of correlation calculated in the two groups indicate that the correlation coefficient between parents' problem-solving styles and male children is slightly higher than that of female children. In general, with the increase of parental problem-solving styles, problem-solving styles in male and female children also increase or vice versa

Hypothesis 2: There is a relationship between the emotional style of parents and their children.

In order to investigate this hypothesis, the Pearson correlation coefficient between emotional intelligence scores in parents and their children was calculated. The results are presented in Table 3.

The results of Table 3 show that there is a significant positive correlation between parents' emotional style scores and their children's emotional style at the level of 0.01 (p<.305 r). So that with the increase of parents'

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emotional style, children's emotional intelligence also increases or vice versa.

In order to investigate the effect of children's sex, the Pearson correlation coefficient between parents' emotional style scores and boys' and girls' and boys' emotional style scores were calculated separately, the results are presented in Table 4.

The results of Table 4 show that there is a significant positive correlation between parents' emotional intelligence scores and the emotional style of their daughters and sons at the level of 0.05, this correlation is slightly higher in boys ($r < 0.350$, $P < 0.05$). From girls ($P<0.05$, $r=0.282$). In general, with the increase of parents' emotional style, the emotional style of girls and boys also increases or vice versa.

Question 1-: Is there a difference between girls 'and boys' problem-solving styles?

In order to investigate this question, an independent t-test was used to compare the mean of each of the problem-solving styles in male and female students separately. The results are presented in Table 5.

As can be seen in Table 5- According to the assumption of variance consistency, t calculated in the homogeneous conditions of variances is significant only for trust problem-solving style at a level less than 0.05 ($P=0.05$, $-2.919 = (186)$ t). Therefore, it can be concluded that there is a significant difference between the mean of trust problem-solving style in male and female students. A comparison of the mean of the two groups shows that the mean of trust problem-solving style in male students ($M=48.75$) is higher than in female students ($M=44.67$).

Question 2- Is there a difference between girls' emotional styles and boys?

In order to investigate this question, an independent t-test was used to compare the mean score of total emotional style in male and female students. The results are presented in Table 6.

As the results of Table 6 show that according to the assumption of similarity of variances and considering that the calculated t is significant for comparing the mean score of total emotional style in male and female students at the level of 0.01 ($P=0.01$, $-3.486 = (186)$ t). Therefore, it can be concluded that there is a significant difference between the mean emotional style in male and female students. A comparison of the mean of the two groups shows that the mean emotional style in male students ($M=121.01$) is higher than female students ($M=112.27$).

Discussion

There is a relationship between the problem-solving styles of parents and their children. In order to investigate this hypothesis, the Pearson correlation coefficient was used and it was concluded that there was a significant positive correlation between the scores of parental problem-solving styles and their children's problem-solving styles at the level of 0.01. The correlation coefficients between trust style in solving problems in parents and children, avoidance-tendency style in parents and children, and personal control style in parents and children are all positive and significant. This indicates that with the increase of each of the parents problem-solving styles, the same problem-solving styles in children also increase or vice versa. This result is in line with the glorious findings of Yekta and Parand, who predicted that teaching parents' problem-solving techniques while improving parenting styles, would also make parent-child interactions more effective in parallel, and thus a "link between styles." There is parent-child problem-solving, and there is alignment, but a study by Kornor et al. (2021) (6) compared adolescents' problem-solving abilities with their parents', in which researchers reported that adolescents' problem-solving abilities were significantly different. Their parents were fewer, which contradicts the present study,

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which could be due to statistical population or economic and cultural issues.

Question 1: Is there a difference between girls' problem-solving styles and boys' problem-solving styles? In order to investigate this question, an independent t-test was used to compare the mean of each problem-solving style in male and female students separately. It was concluded that there was a significant difference between the mean of trust problem-solving style in male and female students. A comparison of the averages of the two groups shows that the mean trust problem-solving style in male students is higher than in female students.

This result is different from a study conducted by Serouq and Dianat on the difference between problem solving methods of female and boy students who concluded that there is a significant difference in the way that the way boys solve the problem is helpless and in girls is trust and avoidance. The reason for this difference can be due to the difference between the statistical populations. The statistical population of the study was the example of students and while the statistical population of the present study is the first-grade students of middle school.

Question 2: Is there a difference between girls' emotional style and boys' emotional style? In order to investigate this question, an independent t-test was used to compare the mean score of total emotional intelligence in male and female students. Therefore, it can be concluded that there is a significant difference between the mean of emotional intelligence in male and female students. A comparison of the averages of the two groups shows that the mean emotional intelligence in male students is higher than that of female students. This study is inconsistent with the research of Besharat et al. which has shown that the amount of emotional style is not significantly different between boys and girls.

Also, the research conducted by Keykhania et al. (2017) (4) under the title of studying the contribution of emotional style to academic achievement was based on the conclusion that there was no significant difference between boys and girls in the total score of emotional style. The reason for these conflicts may vary in cultural or economic conditions or the statistical population in these studies may be in different social classes.

Conclusion

Finally, it can be concluded that if parents have the ability to choose the best and most correct way of solving their problems when problems arise, and they can control their emotions properly and identify and understand their feelings and others correctly, they can transfer and teach these skills to their children and they, in turn, understand. And identifying the emotions of yourself and others and resolving problems and problems in life as best as possible.

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Tables

Table 1: Results of the correlation coefficient between problem-solving styles in parents and children

Variables	The correlation coefficient	N	Significance
Parent-child trust style	0.383	188	0.001
Avoidance style - parent-child orientation	0.366	188	0.001
Parent-child personal control style	0.251	188	0.001

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Table 2: Correlation coefficient results for the relationship between problem-solving styles in parents and children of girls and boys

Variables	The correlation coefficient	N	Significance
Parent-child trust style	0.319	113	0.001
Avoidance style - parent and daughter orientation	0.358	113	0.001
Personal control style of parent and daughter	0.265	113	0.005
Parent-child trust style	0.509	75	0.001
Avoidance style - parent-son orientation	0.387	75	0.001
Personal control style of parent and son	0.239	75	0.039

Table 3: Results of correlation between emotional style in parents and children

Variables	The correlation coefficient	N	Significance
Parent-child emotional style	0.305	188	0.001

Table 4: Results of the correlation coefficient between parents' and children's and girls' and boys' emotional styles

Variables	The correlation coefficient	N	Significance
Parent's emotional style - girl's child	0.282	183	0.002
Parent's emotional style - boy's child	0.350	75	0.002

Table 5: Results of t-test to compare problem-solving styles in male and female students

Variable	Group	Average	Standard deviation	F	Sig	t	Df	Sig
Trust style	**girl**	44.67	10.15	2.369	0.125	-2.919	186	0.004
	boy	48.75	8.04					
Avoidance style – the trend	**girl**	68.04	11.40	0.074	0.785	-1.184	186	0.238
	boy	70.03	11.11					
Personal control style	**girl**	17.45	6.40	2.446	0.120	-1.261	186	0.209
	boy	18.57	5.26					

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Table 6: Results of t-test for comparison of emotional style in male and female students

Group	Average	Standard deviation	F	Sig	t	df	Sig
girl	112.27	18.36	3.230	0.055	-3.486	186	0.001
boy	121.01	14.20					

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