

International Journal of Social Science and Education Research



ISSN Print: 2664-9845
ISSN Online: 2664-9853
Impact Factor: RJIF 8.15
IJSSER 2024; 6(2): 379-391
www.socialsciencejournals.net
Received: 04-11-2024
Accepted: 03-12-2024

Dr. Seenaa Hameed Rasheed
College of Education for
Humanities, Tikrit University,
Iraq

Emotion management and life skills of postgraduate students

Seenaa Hameed Rasheed

DOI: <https://doi.org/10.33545/26649845.2024.v6.i2e.166>

Abstract

This study explores the relationship between emotion management and life skills among postgraduate students, focusing on significant differences based on gender and specialization. A sample of 300 postgraduate students was selected through stratified random sampling. To achieve the study's objectives, two scales were developed: an Emotion Management Scale and a Life Skills Scale, each containing 30 items evaluated using a five-point Likert scale (Always-Often-Sometimes-Rarely-Never). The statistical tools utilized included Chi-square tests, Cronbach's alpha, one-sample T-tests, two-sample T-tests, and ANOVA, all processed via SPSS software (Abu Saleh & Awad, 2012) ^[1].

Key findings include

1. Postgraduate students demonstrate high levels of emotion management and life skills.
2. Male students scored higher in emotion management compared to females.
3. No significant differences were found in emotion management or life skills based on specialization.
4. No statistically significant gender differences were noted in life skills.
5. A positive correlation exists between emotion management and life skills.

Chapter 1: Introduction

The rapid advancements in various aspects of life have created an imperative for individuals to acquire extensive knowledge and develop skills to navigate social, academic, and professional challenges effectively. Emotion management and life skills are critical components of personal and social development, enabling individuals to build meaningful relationships, achieve personal goals, and overcome difficulties. Among university students, particularly postgraduates, the ability to manage emotions significantly impacts academic performance and social integration.

Theoretical and empirical research has highlighted the role of emotional intelligence in shaping personality and influencing various life domains. For example, Zahran (1977) emphasized the role of emotions in shaping individual behavior, identifying stress, impulsivity, and sensitivity as common emotional challenges for students. Gardner's multiple intelligences theory further highlights the interplay between cognitive and emotional skills, arguing that high cognitive abilities alone do not guarantee success without emotional competence (Gardner, 1996, p. 45) ^[22].

Problem Statement

Many university students struggle to manage their emotions effectively, leading to poor academic performance and social difficulties. This study addresses the following question:

What is the relationship between emotion management and life skills among postgraduate students?

Keywords: Emotion management, life skills, postgraduate students

Introduction

The importance of research: Psychologists combined that an individual's future success as well as his life can only be predicted by connecting both the emotional and the cognitive aspects you may find a person who is cognitively superior but is not successful in his emotional and emotional life and another person who is cognitively average but successful in his emotional and emotional life, We may also find a cognitively equal group of people but their performance rates are unequal.

Emotions are a profound flow of feelings and feelings accompanied by physiological, biological, and behavioral changes, usually with a pleasant whiff or angry grief.

Corresponding Author:
Dr. Seenaa Hameed Rasheed
College of Education for
Humanities, Tikrit University,
Iraq

(balanced and unbalanced), individuals who are unable to manage their emotions due to depressive and frustrating factors are described as having emotional inertia and isolation. Emotions draw personality distinguish it from other characters, and develop their ability to deal with problems and build personality attributes that make them distinct in front of others and make them able to make the right and right decisions (Hussein, 2009:21) [4].

The more we understand our emotions, the more skilled we are at reading emotions, and the failure to realize the feelings and emotions of the other is a fundamental deficit in emotional intelligence and thus a weakness in understanding the management of emotions and translates into understanding and to mental empathy or understanding as distinct from understanding (Understanding) and emotional participation (Sympathy).

The results of several studies such as Salovey & Mayer, 1990 show that individuals with compatibility problems and planning for their lives are due to their suffering from poor emotional abilities and therefore suffer from anxiety and to the belief that they are sick or ill. This is due to the lack of understanding, management, and control of their own emotions (Salovey & Mayer, 1990:774) [25].

The importance of current research is reflected in the following:

Managing emotions is an essential part of man's psychological construction, which defines his personality, his ability to think scientifically and to move towards a goal, and to determine the level of his abilities and energies and the way he walks in his life., it is the Department of Emotions that determines an individual's ability to deal with the ocean and solve problems (Salovey & Caruso, 2001: 131-132) [23].

Life skills are the personal and social behaviors and skills needed for students to cope confidently and ably with themselves and others and demonstrate the importance of life skills through the nature of human life with changing attitudes. Which makes an individual need for those changes in the right way, to cope and act properly, man must learn the sound foundations that are obscured by failure to deal with these situations. This is done through the acquisition of different life skills.

Life skills we practice daily without intent or allocation. This calls for the need to identify, name, and recruit these skills, which are the skills a student acquires to coexist with and influence his colleagues. This influence is mutual and they also influence him. This is reflected in his psychological development, self-esteem and the attendant acquisition of his personality features. (Kothar Koojk) The goal of life skills is to prepare a human being with the ability to live with everyday life and to learn about the challenges he faces that need skills such as the ability to plan and estimate available resources and how to judge priorities and decision-making capacity and accept differences, Interdependence among other individuals, life skills are multiple, diverse and linked to individuals at all stages of their development and in all aspects of their lives, For example, self-identification skills and how a student manages their lives and communication skills that help him interact with others and control his emotions with them, Growth skills, health maintenance skills, and skills to deal with the physical and social environment surrounding individual Friendship skills, social relations skills,

communication skills with others, academic skills, problem-solving skills, and decision-making skills Life skills have therefore become an imperative for all individuals in any society. They are a prerequisite for the individual to comply with and coexist with himself and the society in which he or she lives. They enable him or her to engage intelligently with society, help him or her to cope with everyday problems, and interact with life attitudes.

The University is a high-quality educational, scientific, educational, and social institution whose tasks are primarily focused on preparing qualified cadres to occupy important positions in various areas of life. It represents the top of the educational pyramid and contributes to the building of societies through its specialized cadres that have a significant impact on the development of society assume the responsibilities of life and confront its problems (Hamza, 2017, 18) [5].

Hence the importance of the University in building one's person. University education contributes to a significant degree to the mental, moral, and social development of students, and the aspects of their activities in their leisure time, and their familiarity with science and culture that develop their personal and mental skills. The human being desperately needs to use his mental processes adequately to suit the scale of developments and problems he has faced in his small society (Abdullah and Salman, 2014:9) [10].

The importance of the present research is reflected in the following

1. Man is a civilian of his nature to communicate with others to reach comfort and happiness in his life and his sense of respect and appreciation of the society in which he lives and here he acquires many life skills by mixing with others.
2. Life skills make an individual capable of doing the work entrusted to him successfully and increase his motivation for learning.
3. Given the importance of the key role that emotions play in an individual's life, how an individual expresses and organizes his or her feelings is likely to affect his or her social relationships and personal life.
4. The importance of the emotional system, which is one of the most important personality systems, and when it provokes an imbalance in any part of the personality system, psychological disorders arise in the individual.
5. The importance of undergraduate education in the preparation and qualification of students dispensed with science, knowledge, balance, and self-control.

Search objectives: Current search aims to identify:

1. Managing emotions among postgraduate students.
2. Significant differences in the management of emotions depending on gender variables (male-female) and specialization (scientific-human).
3. Life skills of postgraduate students.
4. Indicates the statistical differences of life skills according to gender variables (male-female) and specialization (scientific, human).
5. The nature of the correlation between the management of emotions and life skills of postgraduate students.

Research Limits: The current research determines students of postgraduate studies at Tikrit University and of both

sexes and specializations (scientific and humanitarian) for the academic year (2023/2024).

Determine the terms

First: Emotions Management: Defined by each.

1. **Bar-on, 2000:** "How an individual interacts by using his or her knowledge in current situations, understanding one's own and others' relationships and compatibility with environmental demands (Bar-On, 2000:43) ^[20].
 2. **Mayer & Salovey, 2001):** The ability to understand feelings and self-impulses, to open up and share feelings towards others leading to emotional balance "Mayer & Salovey, 2001:433) ^[23].
 3. **Al-Diri (2005):** An individual's ability to understand the feelings of others, share them and be serious, achieve success in communication with others and regulate interpersonal relationships (Al-Saadouni, 2007:6) ^[6].
- The theoretical definition the researcher adopted the definition of Myrosalophyte (Mayer & Salovey, 2001) ^[23] because it adopted his theory in the construction of the scale.
 - Operational definition is the overall degree of respondent's response to the adopted emotion management scale paragraphs for current research purposes.

Second: Life skills: Defined

Mr. (2007) ^[3] represented individuals' ability to deal effectively with their personal and social life issues, including several skills: (good use of resources, time management, social interaction, interaction with others, respect for work), (Mr. 2007:16) ^[3].

UNICEF is "a set of psycho-social skills that can play an important role for individuals in making decisions, working effectively and improving self-management, and also help individuals to lead healthy and creative productive lives".

Theoretical definition: The range of abilities and potential of postgraduate students through which they can better deal with academic and life situations such as study skills, effective communication with others, problem-solving ability and decision-making ability.

Operational definition: The overall degree of respondent's response to life skills scale paragraphs prepared for current research purposes.

Chapter 2: Theoretical framework and previous studies

First: Emotion Management: Managing Emotions has its roots, Verse and Lim James (1890) that feeling or consciousness is essentially social experience and this is consistent with Socrates' wisdom (Know yourself) which is the cornerstone of emotion management, and it's an important aspect of personal intelligence, and that wisdom means understanding one's feelings at the time they happen, Understanding feelings as a psycho-cognitive subject is about an individual's perception that it has an impact on others and others. The theories that used the term "emotion management" are not modern. Over the years, theorists have studied the relationship between intelligence and emotion management as complementary rather than opposing (Hussein, 2009:98) ^[15].

Emotion management is an ability to cope with emotions in order to be an appropriate capacity based on self-awareness and people with a poor ability to calm themselves down or shake off an overwhelming sense of anxiety, sadness, grief or speed of anger and emotion suffer from feelings of distress and distress. While those with a superior ability to do so can quickly recover from and overcome life's stumbles.

Persons with high emotion management

1. Characterized by candour and emotional openness.
2. More receptive and emotionally balanced.
3. They have the ability to lead and be famous
4. They have full characters.
5. Sympathy to others.
6. More realistic and adapt to the truth.
7. They have good social skills.

Persons with low emotion management

1. They have personal flaws and suffer from a failure in life, arguing with others and brawling.
2. They cannot control their emotions and become frustrated quickly and are unable to express their feelings and thoughts.
3. They cannot adapt and do not tend to talk and update they are negative and avoid dealing with their peers.

Explanatory theory of emotion management:

-Mayer and Salovey theory: Mayer & Salovey)

Assuming that emotions are internal information that is specific to the individual himself or herself and in his or her relationship with others and when there is a change in the individual's relationship with others, his or her emotions change accordingly. According to this theory, the nature of emotion management lies in an individual's perception, assessment and accurate expression of his or her emotions, the ability to reach and generate emotions when emotions facilitate the process of thinking, which is also the ability to understand and transform emotions from negative to positive impulses, emotional knowledge and the ability to regulate emotions to promote emotional mental development.

Meyer and Salofi have identified four separate but homogeneous main components or capabilities that reflect the stages of emotional growth:

- **First:** The component of emotional perception and its skills (the ability to perceive emotions): The ability of an individual to know the emotional state of emotion through the physical state and the feelings and thoughts of the individual and the ability to express the emotions and needs associated with these emotions and thoughts accurately.
- **Second:** The ingredient of emotion and its skills (the ability to employ emotions): means the effect of emotion in intelligence. It describes how emotion affects knowledge such as problem solving and decision making, i.e. it describes emotional events that contribute to mental preparation.
- **Third:** The component of emotional understanding and skills (the ability to understand emotions): This level of knowledge is more than the emotional system and is related to the individual's ability to apply such knowledge in daily reality, the ability to understand the causes of emotions and how they evolve and what their

components are and the ability to predict and express them.

- **Fourth:** Managing emotions: represents the highest level and includes organizing emotions in one's own and in others, and refers to the ability of the individual to control negative emotions and to buy time to control them and turn them into positive emotions, to practice life effectively, and to manage his actions, thoughts and feelings in a compatible and flexible manner across different social situations and environments.

Salovey explained that an individual's emotional state influences the determination of his or her goals since an individual is emotionally motivated when he or she sets high-level goals, and when the individual is depressed he or she identifies low-level targets. Thus, the activity of the individual in its various aspects is influenced by the emotional state, which is relevant to the individual's mental and social performance.

Emotion management includes four components

- **Openness in pleasant and unpleasant feelings:** There are a range of mental processes, whether involuntary or involuntary, whereby emotional experience can be increased or lacked. Openness to emotions can be observed during IQ measurement, for example when exposed to significant emotional stress, individuals are open to information and thus have high Iqs, although there are no differences with their peers in mental ability.
- **Sharing emotions with others:** As the child grows, his parents teach him not to express certain feelings and replace them with an appropriate expression of attitude, such as smiling, even if he feels sad in a particular situation. As well as learning from his parents about emotion control strategies, the more mature and solemn the individual can discuss the subjects with a calmer or clearer mind and accurately.
- **Understanding subjective emotions about others:** People differ in their ability to know and differentiate their moods. Mayer noted that people are divided into diverse models in regard to attention to their feelings and dealing with them.
- **Flexible planning:** It may make it easier to change emotions than generate many future plans.
- **Innovative thinking:** Positive emotions may change the organization of memory, so the knowledge material integrates better and the opposing ideas can be seen more closely.
- **Redirect attention:** Feelings draw attention from a certain level of processing and focus it on an individual's savings. Mixes such as anxiety and psychological stress, for example, can focus attention on the self.
- **Motivation:** Impulses and mixes can be used to drive and assist performance in complex mental tasks (Salovey & Mayer, 1990; 199) [25].
- **Emotional balance:** It is a set of capabilities that explain individuals' difference in their level of perception, their understanding of emotions more specifically, that is, the ability to perceive and understand emotions and emotions, the ability to absorb emotions in ideas, to understand and justify emotions in

themselves and with others and how to balance and control emotions.

Second: Life Skills

Responsibility skill: My skill involves following instructions and committing to finalizing work on time.

- **Cooperation skill:** Helping others and meeting their needs, recommending mutual cooperation proposals, ability to provide assistance and skill to participate in collective work.
- **Self-assertion skill:** Includes conversation skill, and the skill to express opinion in different social situations.
- **Self-control skill:** The ability to control impulses during collision situations with others, respond appropriately to those who try to provoke them, and include emotion control skills.
- **Empathy:** Being able to understand, respect and feel others' feelings
- **Communicating with others:** Being able to make friends with them, and controlling his verbal and non-verbal behavior.
- **Cognitive theory:** This competency-building model considers it necessary to teach interpersonal cognitive problem-solving skills, as this can reduce and prevent prohibited behaviours and impulsive behaviors, so that the skills in this model focus on two important points according to Abdul Muti, 2008:89 [9], namely.
 1. Ability to generate alternative solutions to a personal exchange problem.
 2. Ability to develop a conceptual framework for the consequences of different behaviours. The relationship between problem-solving skills and social adaptation has been found not only in preschool and preschool children, but also in adolescents and adults, as indicated by Shaheen 2013. The ability to solve problems has become important and increasingly for a teacher because she is a high-level cognitive skill and is no longer debated, Help teachers cope with complex developments in society in the future In order to meet the job demands in the future, this called for the development of universities in programmes, Its teaching methods, its educational environment in general to deal with existing pressures, and the reconciliation of theory and practice (Mr. 2007: 14) [3]. Thus, cognitive theory emphasizes the need to provide a therapeutic input early in life with a view to preventing subsequent and extremely serious problems by dealing with behavioral emergencies, including ways of teaching those skills to resolve crises, think, play roles and provide feedback on performance.

Previous studies: The researcher did not find previous studies that dealt with each of the current research variables applied to postgraduate students.

Chapter 3: Research curriculum and procedures.

- **First:** The research curriculum: In this study, the researcher followed the descriptive curriculum where it is considered the most appropriate way to detect differences between variables. This approach involves studying study variables because they are members of the sample s role in controlling variables, describing phenomena with accurate descriptions quantitative and quantitative expressions of the magnitude and

magnitude of this phenomenon and its relationship with other phenomena numerically, while qualitative expressions describe the phenomenon and explain its characteristics (Melhem, 2000:224) ^[18].

- **Second:** The research community: A serious challenge with current research in postgraduate studies at a university in honour of the academic year (2022-2023), males and females divided into 15 colleges and from both disciplines (Scientific-humanitarian), the total number of students (948) students, distributed in reality (345) Master's and doctoral students in scientific disciplines and (603) Master's and Ph.D. students in human specialties, and factual (331) Masters students and (293) Master's students, and facts (185) Ph.D. students and (139) PhD students, as shown in Table 1

Research Society by (college, Gender, Specialization, Study Type).

- **Third:** Sample research: a subset of the research community, representing the elements of that society, so that the results of that sample can be disseminated to society as a whole and conclusions can be made about its characteristics. (Abbas and Others, 2014:218) ^[7] Selected the sample of research in a caste randomized manner, consisting of 300 students from scientific and humanitarian disciplines, master's and doctoral disciplines, 150 students from scientific specialization, master's and Ph.D., 150 students from human specialization and master's and Ph.D specialties. As shown in table 2.

Table 1: Research Society by college, gender, specialization, study type

Total	Ph.D		M.A		Specialization	Colleges	No
	Females	Males	Females	Males			
7	37	7	12	12	Scientific	Dentistry	1
-	13	-	8	5		Veterinary Medicine	2
5	45	5	12	21		Engineering	3
14	77	14	21	15		Sciences	4
2	23	2	9	9		Computer Science and Mathematics	5
9	84	9	15	38		Agriculture	6
11	66	11	15	20		Pure Science and Education	7
14	67	14	14	23		Education	8
25	193	25	49	70		Islamic Science	9
26	126	26	100	-		Education for girls	10
-	15	-	6	9	Political Science	11	
11	57	11	5	24	Law	12	
6	51	6	13	25	Administration and Economic	13	
5	67	5	10	46	Arts	14	
4	27	4	4	14	Physical Education	15	
947	139	185	293	331	Total		

Table 2: Show 150 students from human specialization and master's and Ph.D specialties

Total	Ph.D		M.A		Specialization	Colleges	No
	Females	Males	Females	Males			
29	5	29	5	10	Scientific	Dentistry	1
24	5	24	5	5		Agriculture	2
16	2	16	2	5		Engineering	3
23	2	23	2	9		Computer Science and Mathematics	4
72	10	72	10	20		Islamic Science	5
50	4	50	4	10		Science	6
23	4	23	4	10	Humanitarian	Education for human science	7
20	3	20	3	9		Arts	8
20	3	20	3	7		Administration and Economic	9
23	5	23	5	10		Law	10
300	43	72	90	95		Total	

Fourth: Research tools

The first tool: Emotion Management Scale: To achieve the objectives of this study, the need was to prepare a tool for measuring emotion management according to the Myer and Salofi theory.

3. **Preparation of the paragraphs of the scale:** After reviewing the theoretical frameworks and studies related to the emotion management variable, the researcher drafted (30) A paragraph to bring the scale into line with the nature of the society to which it applies, and to begin with the answer to the paragraphs is (Apply to me-apply to me often-apply to me sometimes-apply to me rarely-never apply to me) Alternatives to positive paragraphs (---) have been

corrected; negative paragraphs have been corrected as follows (----).

Metric instruction preparation: The researcher made numbers that the metric guidance aims to be clear and easy to understand, the purpose of the scale is not determined so that respondents are not affected when responding in addition to warning that there are no correct or wrong answers, the researcher also showed that no response was seen by anyone other than the researcher. Since it represents the beneficiary's opinion and the availability of features in his personality, the responses are for the purposes of scientific research and the names are mentioned to ensure the confidentiality of the responses because there is no need

for that. Correctly, the measure's paragraph (apparent authenticity): To verify the veracity of the paragraphs of the emotion management measure, the measure was presented in its initial form, consisting of a paragraph (30), which was presented to the group of arbitrators specializing in the fields of education and psychological sciences, numbering () The researcher relied on the 80% agreement ratio and more, at the indicative level (.05) and the degree of freedom, when compared to the tabular value of (.84), show that Kai's values calculated for all paragraphs are statistically significant.

Survey application: The purpose of the survey is to

ascertain the clarity of the wording and meaning of the paragraphs and to assess the possibilities faced by respondents to avoid them before applying the final form of the scale, namely, to know a particular difficulty and to know how long it will take for researchers to respond to the paragraphs of the scale, which have been applied to a random sample of the research community composed of (40) Graduate students, of whom (20) are students of scientific specialization 20 students from the faculties of ethics and dentistry, and the researcher found that the instructions and paragraphs on the scale were clear, and the time taken to answer the paragraphs of the scale. Ranging from 24 to 28 minutes, with an average of 26 minutes.

Table 3: Discriminatory force of the two extremist groups' EM paragraphs

Calculated T	Lawyer Group		Higher Group		No Paragraph
	Standard Deviation	Arithmetic Average	standard deviation	Arithmetic Average	
10,379	0,876	1,963	0,988	3,126	1
9,423	1,424	2,489	1,142	3,948	2
9,135	1,130	2,993	0,469	3,941	3
13,214	0,579	3,089	0,370	3,859	4
14,768	0,969	2,481	0,668	3,956	5
13,765	1,374	1,993	1,298	3,200	6
12,395	1,523	2,978	0,682	3,733	7
13,329	0,900	2,104	0,966	3,422	8
5,689	1,068	2,689	0,972	3,348	9
7,725	1,309	2,370	1,312	3,585	10
8,702	1,483	2,415	1,496	3,970	11
9,268	1,341	2,311	1,171	3,711	12
13,837	0,796	1,311	1,520	3,326	13
12,913	1,161	2,407	1,014	3,096	14
11,807	1,027	2,111	1,054	3,585	15
8,861	1,116	1,644	1,466	3,030	16
8,390	1,721	2,244	1,556	3,896	17
5,928	1,102	2,126	1,437	3,037	18
15,893	0,862	1,370	1,132	3,289	19
11,289	1,365	1,941	1,348	3,778	20
8,639	1,162	1,978	1,252	3,230	21
9,948	0,827	1,904	1,145	3,096	22
11,527	0,474	1,119	1,230	2,407	23
12,870	1,020	1,681	1,304	3,489	24
13,370	0,767	1,356	1,674	3,444	25
13,343	1,052	1,815	1,403	3,800	26
14,306	0,893	2,215	1,252	3,081	27
8,191	1,544	2,533	1,243	3,911	28
12,981	0,686	1,807	1,014	3,156	29
9,359	1,015	1,385	1,751	2,993	30

Table 4: Correlation coefficient values between the degree of each paragraph and the overall degree of the scale

Pearson correlation coefficient	No	Pearson correlation coefficient	No	Pearson correlation coefficient	No
0,378	21	0,342	11	0,444	1
0,450	22	0,414	12	0,429	2
0,484	23	0,567	13	0,412	3
0,525	24	0,509	14	0,501	4
0,517	25	0,507	15	0,541	5
0,529	26	0,418	16	0,525	6
0,549	27	0,353	17	0,499	7
0,377	28	0,316	18	0,510	8
0,555	29	0,524	19	0,246	9
0,412	30	0,416	20	0,350	10

The degree of the paragraph relates to the overall degree of measurement (internal consistency): The method used to calculate the internal consistency of the scale is related to whether each paragraph of the measure progresses in this direction since the method of linking the extent of the

paragraphs to the total degree of the scale is one of the methods that measure the strength of the paragraph's attachment to the overall degree of the measure of the trait, as it is characterized by the provision of a homogenous measure. To achieve this, the researcher used the Pearson

method (person) to calculate the correlation factor between the sample scores of each respondent and the overall scale grade. All elements were found to be closely related to the overall test score and to be statistically significant at the level of importance. (0.05). Table 2 shows this. As shown in table 4.

Psychometric characteristics of the scale: Psychometric experts agree that psychometric characteristics include the scale's ability to measure what it measures, and the scale's ability to measure with an acceptable degree of accuracy and with minimal error. Validity and stability are the two most important psychometric properties of metrics because these procedures can measure what is measured in truth. These procedures are expected to provide high accuracy, less error, and constant measurements. (Shaughnessy & *et al*, 2012, p; 168) ^[26], the researcher verified the validity and validity of the measurement. As follows:

- **Believe The Scale:** Validity is one of the main characteristics to be considered in preparing psychometric measures. It refers to the scale's ability to measure what has been determined by the true scale that achieves a well-designed function, measuring a concept or function designed to measure it.
- **Rational honesty:** This type of honesty is achieved by defining the concept of emotion management through the definition adopted by Ray Meyer and Salovey (Allen & Yen, 1979) ^[19]. The rationale for the scale is assessed by regularly examining the range of areas and elements listed in the scale and assessing the quality of the scale's representation of the concept for which it was created (Faraj, 1980:254) ^[14].

Prima facie sincerity: The prima facie sincerity of the emotion management measure was achieved and the adequacy and relevance of the scale's paragraphs, instructions and alternatives were assessed through its initial presentation to a group of arbitrators specializing in the fields of education and psychological sciences.

Believe the builder: Structural fit reflects the degree of accuracy by which the instrument can be measured according to what it is designed for. (Abbasi, 2018:290) ^[8], the discriminatory force and the relationship of the paragraphs to the gross degree of the scale were calculated using the Pearson correlation coefficient.

Stabilization: Constant has been calculated in two ways:

Test-Retest method of re-testing (Test-Retest): To calculate consistency in this way. The scale was applied to an equal number sample (40 males and females) of graduate students selected at random from two faculties (pure education, and human education). The scale was then re-applied to the same samples 14 days after the first application. In the view of the (Adams,1964) reapplication of the scale to determine stability should not be more than two weeks after the initial application (Adams, 1964:58, and using the Pearson correlation coefficient between the first and second applications, the constant coefficient was found to be 0.78). As Issawi explained, if the first and second applications (0.70) or better, this is a good indicator of the consistency of tests in educational and psychological sciences (Abu Saleh, 2012:43) ^[1].

Cronbachs Alpha: The alpha Kronbach equation provides a good estimate of stability in most situations. Nunnally, 1978, p: 230), and has been shown to be a good stabilizing factor with a range of

Stabilizing factors (83, 0)

The second tool: The life Skills Scale: To achieve the objectives of this study, a tool to measure life skills was needed.

4. **Preparation of the paragraphs of the scale:** After reviewing the theoretical frameworks and studies related to the life skills variable, the researcher (30) drafted a paragraph, and the answer to the paragraphs is (always applies to me-often applies to me-applies to me rarely-never applies to me).

- **Metric instruction preparation:** The researcher enumerated the metric guidance to be clear and easy to understand. The purpose of the scale is not determined so that respondents are not affected when responding. In addition to warning that there are no correct or wrong answers, the researcher also showed that no response was seen by anyone other than the researcher. Since it represents the beneficiary's opinion and the availability of features in his personality, the responses are for the purposes of scientific research and the names are mentioned to ensure the confidentiality of the responses because there is no need for that.
- **Correctly, the measure's paragraph (apparent authenticity):** To verify the veracity of the paragraphs of the emotion management measure, the measure was presented in its initial form, consisting of a paragraph (30), which was presented to the group of arbitrators specializing in the fields of education and psychological sciences, numbering. The researcher relied on the 80% agreement ratio and more, at the indicative level (.05) and the degree of freedom, when compared to the tabular value of (.84), show that Kai's values calculated for all paragraphs are statistically significant.
- **Survey application:** A random sample of 40 postgraduate students from the research community was applied, 20 students from the scientific/master's and Ph.D. disciplines, 20 students from the humanitarian/master's and doctoral disciplines from the faculties of arts and dentistry. The researcher found that the instructions and paragraphs on the scale were clear, and the time taken to respond. It ranged from 23 to 28 minutes, with an average of approximately 26 minutes.

Statistical analysis of poverty: The force of excellence has been calculated through the following:

The discriminatory force of poverty: The researcher conducted the following:

- The scale was applied to a random caste sample of 300 graduate students from the University of Tikrit, scientific and humanitarian disciplines, master's degree and doctorate.
- Calculate the total result of each form.
- Grades were graded downward from the highest grade to the lowest to obtain the two extremist groups for each group.
- Higher (27%) were selected to represent the upper group and 27% were selected to represent the lower

group of grades. The two groups contained (162) identification and each group had (81) identification.

- The t-test was applied to two independent samples to test the importance of the difference between the upper and lower groups. The calculated value was considered an indicator of the distinction of each paragraph in the

scale as compared to the tabular value (1,96) At an indicative level (0.05) and a free score (160), the results were that all paragraphs were clear, so no paragraphs were deleted, and the scale consisted of (30) paragraph, thus achieving the highest score (150) and lowest score (30) was the default average (90), as shown in table 5.

Table 5: Discriminatory force of life skills scale paragraphs in the style of the two extremist groups

Calculated-T	Lawyer Group		Higher Group		No Paragraph
	Standard Deviation	Arithmetic Average	Standard Deviation	Arithmetic Average	
7,781	1,278	3,037	1,112	3,156	1
9,694	1,064	1,800	1,531	3,333	2
11,184	1,116	3,037	0,917	407, 3	3
13,564	1,090	1,430	1,555	3,615	4
9,396	1,005	3,444	0,636	3,393	5
8,052	1,046	1,593	1,273	2,719	6
8,610	1,292	3,178	0,840	3,304	7
18,322	1,430	1,985	1,064	3,489	8
10,236	1,468	2,244	1,319	3,719	9
8,476	1,291	3,681	0,730	3,748	10
7,765	1,206	3,022	0,805	3,978	11
13,118	1,620	2,200	1,245	3,474	12
10,821	0,965	1,963	0,905	3,178	13
9,049	1,108	2,933	0,501	3,867	14
11,678	1,073	2,600	1,216	3,207	15
13,626	1,125	3,133	0,600	3,607	16
9,136	1,661	3,200	0,906	3,667	17
11,552	1,245	2,622	0,984	3,178	18
11,086	1,372	2,067	1,378	3,896	19
7,604	1,176	2,437	1,351	3,593	20
10,005	1,308	2,437	1,246	3,970	21
11,936	1,222	3,296	0,706	3,726	22
14,108	1,140	3,119	0,611	3,667	23
10,015	1,089	3,852	0,510	3,874	24
6,272	1,079	3,615	0,986	3,393	25
13,286	1,098	2,452	0,746	3,948	26
11,802	1,136	2,089	1,186	3,733	27
13,061	1,364	2,926	0,869	3,719	28
7,588	1,502	2,341	1,409	3,667	29
6,833	1,382	2,504	1,176	3,556	30

Subparagraph degree relates to the overall degree of measurement (internal consistency): To achieve this, the researcher used the Pearson method to calculate the correlation factor between the sample scores of each

respondent and the overall degree of the scale. All elements were found to be closely related to the overall test score and to be statistically significant at the level of importance. (0.05) As shown in table 6.

Table 6: Correlation coefficient values between the degree of each paragraph and the overall degree of the scale

Pearson Correlation Coefficient	No	Pearson Correlation Coefficient	No	Pearson Correlation Coefficient	No
0,441	21	0,378	11	0,343	1
0,502	22	0,500	12	0,400	2
0,581	23	0,469	13	0,479	3
0,461	24	0,436	14	0,526	4
0,286	25	0,440	15	0,423	5
0,529	26	0,552	16	0,391	6
0,521	27	0,427	17	0,345	7
0,487	28	0,482	18	0,562	8
0,348	29	0,445	19	0,403	9
0,311	30	0,363	20	0,356	10

Psychometric characteristics of the scale: The researcher verified the validity and validity of the measurement. As follows:

Validate The Measure: Indicates the scale’s ability to measure what has been identified for it. Several indicators of authenticity have been verified.

- **Rational honesty:** This type of honesty is achieved by defining the concept of life skills through theoretical definition.
- **Apparent honesty:** The apparent honesty was achieved by presenting it in preliminary form to a group of arbitrators specializing in the fields of education and psychological sciences.

- **Believe the builder:** The discriminatory force and the relationship of the paragraphs to the scale’s gross degree were calculated using the Pearson correlation coefficient.

Stabilization: Constant has been calculated in two ways:

- **Re-testing method, test-retest):** The constant coefficient turned out to be 0.79.
- **Alpha Kronbach:** It has been shown to be a good stabilizing factor with a range of stabilizing factors and has reached the Alpha Kronbach coefficient (81, 0).

Final application: The researcher applied the current research measurements as finalized to the research sample of 300 graduate students for the period from 6/3/2024-25/3/2024.

Statistical means: To deal with current research data, the following statistical means have been used.

1. **The test of two independent samples:** It was used to calculate the discriminatory force of the two research measurements paragraphs.
2. **Alpha Kronbach:** Used to calculate the internal constant factor of the two measurements.

3. **One sample t-test:** Used to find the significance of the difference between the average achieved grade and the average hypothetical of the search measurements.
4. **Disparity analysis:** Use to determine the function of differences between averages and total boxes depending on the variables (gender, specialization) of the two research measurements.

Chapter 4: Presentation, discussion, and interpretation of results:

First: The level of emotion management among postgraduate students: In order to achieve this goal, the measure has been applied in final form to the final research sample, and it has reached the arithmetic average (144,39) degree, standard deviation (25,701) degree and when compared to the average measure of 126 shows that there are differences between the average achieved and the average standard using the T test (t-test) The calculated T value (36,675) was found to be higher than the table of 1,96 at an indicative level (0.05). It was established that there was a high level of emotion management among postgraduate students. Thus, the first objective was verified as shown in table 7.

Table 7: One sample t-test on the impulse management scale

Indicator level 0,05	Calculated-T		Hypothetical Average	Freedom score	Standard Deviation	Arithmetic Average	Sample
	Scheduling	Calculated					
Indicative for sample mean	1,96	36,675	90	299	25,701	144,39	300

The management of emotions can be acquired, learned and developed by experience through interaction and harmony with emotional attitudes experienced by postgraduate students. The individual’s outstanding mental and cognitive activity reflects positive emotional excitement over the individual’s emotional state. A person who, according to Meyer and Salofi, has the best sense of emotion, whether the person’s own emotions or those of others, It has the ability to share and open up emotionally in a clear manner that prevents other people’s misunderstandings of it In this way, this high level of emotion management among university students can be explained by their perception of reality and

adaptation to the events of daily pressing life and the accompanying situations of gravity and crisis and their ability to cope realistically with these attitudes in order to balance themselves with others.

Second: Differences of statistical significance for managing emotions according to variables (gender/male-female) (specialization/scientific-human): The results are explained as follows: to achieve this goal, the researcher used variability analysis according to gender variables (male, female), specialization (scientific, human), as shown in tables 8 and 9.

Table 8: Shows differences in statistical significance for the management of impulses

Gender				Spatialization
Females		Males		
Standard Deviation	Arithmetic Average	Standard Deviation	Arithmetic Average	
24,868	137,90	27,938	142,28	Humanitarian
24,390	142,75	26,639	148,82	Scientific

Table 9: Shows the results of the variation analysis according to variables (gender, specialization)

Indicator level 0,05	F-Value			Average blocks	Freedom score	Total blocks	Source of variation
	Indication value	Scheduling	Calculated				
Indicator	0,151	1,96	2,070	1341,441	1	1341,441	Gender
Indicator	0,092		2,859	1822,844	1	1822,844	Spatialization
Non-indicator	0,624		0,241	157,340	1	157,340	Gender × Spatialization
				640,436	296	187007,194	Erroneous
					299	6269448,000	Total

Results show that males are better able to manage their emotions than females, This is because males can control angry attitudes better than females. This result may also be consistent with socialization methods, where males are often

more responsible than females, and give them greater opportunities than social mobility, so they must be strong, enduring, and managing their emotions. As well as the expected social roles of both males and females, the role of

males in our societies continues to have the role of the President. This requires addressing the pressures imposed by such a role. For females, their role may be somewhat limited and specialized in relation to what has been prepared for males, which negatively affects the skill of managing their emotions.

Specialization (Scientific-Humanitarian): The result is that both the scientific and the human specialization possess the ability to manage their emotions by understanding themselves, sensing others and their ability to interact with the variables and study conditions depending on their specialization. This means that emotion management is not

affected by the type of specialization.

Third: The level of life skills of postgraduate students: In order to achieve this goal, the measure was applied in final form to the research sample, and it reached the arithmetic average (140,45) degree, standard deviation (15,398) degree and when compared to the hypothetical average adult measure (90). There were discrepancies between the achieved average and the standard average using the T test (t-test) The calculated t-value (34,413) is found to be higher than the table of 1,96 at an indicative level (0.05) indicating that postgraduate students have a high average level of life skills, as shown in Table 10.

Table 10: One sample t-value on the life skills scale

Indicator level 5	Calculated T		Hypothetical Average	Freedom Score	Standard Deviation	Arithmetic Average	No
	Scheduling	Calculated					
Indicative for sample mean	1,96	34,413	90	299	15,398	140,45	300

The result explains that postgraduate students have a broad view of the future, which is the basis for planning, setting goals and confronting obstacles to them. This leads to an interest in developing aspects that help them to have a high level of confidence in their abilities, which helps them to reach the ideal self and depends on the energy that drives motivation to accomplish and increase the material potential for achieving long-term goals that make a positive

difference in their lives.

Fourth: Differences of statistical significance of life skills according to variables (gender/male-female) (specialization/scientific-human): To this end, the researcher used variability analysis according to sex variables (male, female), specialization (scientific, human), as shown in tables 11, 12.

Table 11: Shows statistically significant differences in life skills

Gender				Study type
Females		Males		
Standard Deviation	Arithmetic Average	Standard Deviation	Arithmetic Average	
18,707	118,88	18,337	118,82	Humanitarian
16,758	120,56	8,446	112,30	Scientific

Table 12: Shows the results of the variability analysis according to variables (gender, specialization)

Indicator level 0,05	F-Value			Average Blocks	Freedom score	Total blocks	Source of variation
	Indicator value	Scheduling	Calculated				
Non-Indicator	0,503	1,96	0,450	111,571	1	106,771	Gender
Non-Indicator	0,813		0,056	13,359	1	13,359	Spatialization
Indicator	0,099		2,741	650,223	1	650,223	Gender× Spatialization
				237,247	296	69276,199	Erroneous
					299	4244553,000	Total

Through the data in tables 11, 12 the results of the variation analysis showed the following:

Gender (Male-Female): The lack of statistical differences depending on the gender variable explains that graduate students are able to set future goals to plan them efficiently and that they are more self-confident in the future, making them more positive perceptions of their academic difficulties. An individual who possesses life skills sees failure as a source of development and success, so he acts and responds effectively and happily and can develop his life for the better himself and does not seek help from others. There is also no gender difference that may be attributed to many factors, including family and social upbringing that are common to both genders.

Specialization (Scientific-Humanitarian): No difference depending on the specialization explains the result that life

skills are not affected by the variable type of specialization because both specializations have future directions and they are able to plan for the future, achieve success, and achieve their social, academic and professional selves in the future s education “, which may be attributed to the fact that they live in a similar or converging environment both within and outside the University and receive the same curriculum.

Fifth: The correlation between the management of emotions and life skills of postgraduate students: To achieve this goal, the Pearson coefficient was used. The coefficients of the coefficients indicated that there was a positive expulsive relationship between the management of emotions and life skills. When evaluating the connectedness of the coefficients using the t-test, the calculated t-values were greater than the tabular value at the indicative level (0.05) and the degree of freedom (298). Table 13 shows this.

Table 13: Shows the correlations between emotion management and life skills

Indicator level $0,05$	Tabular T-Value	Calculated T-Value	Correlation Coefficient	No	Variable
Indicator	1,96	13,243	0,59	300	Emotions Management Life Skills

The result suggests that there is a positive correlation between study variables the more students have the ability to manage emotions the more positive and optimistic their life skills are. The research is due to the fact that what distinguishes postgraduate students as having a high level of emotion management and life skills is their ability to form a network of positive social relationships and their ability to resist the pressures of studying were life mothers and their motivation to integrate their personalities. The more an individual has the ability to manage his or her emotions, the broader his or her life skills are and more capable of managing different aspects of life and of being able to cope with psychological and study pressures.

Conclusion

The researcher reached the following conclusions

- Students of the university have the ability to participate and openness emotionally in a clear manner that prevents them from misunderstanding others as well as understanding the reality and how to deal with the events of pressing life and crises.
- The management of emotions by sex and specialization is influenced by the fact that most of our societies continue to be the primary role of males because they are strong, enduring and managing their emotions and can better control angry attitudes.
- A sample of research has a high level of life skills resulting from the sample's having a degree of awareness and attaining a level of mental and psychological maturity which makes them able to cope with life difficulties and adapt to circumstances of whatever nature and degree.
- The ability of postgraduate students and their having a degree of understanding of events and problems rationally resulting in no differences depending on sex.
- The convergence and similarity of circumstances and events for specialists has resulted in no differences in life skills depending on the specialization variable (scientific-humanitarian) and both disciplines possess life skills through which they can adapt to events and attitudes to a convergent degree.
- There is a strong positive relationship between current study variables (emotion management-life skills), i.e. whenever an individual is able to manage their emotions in correct ways, their life skills are effective and vice versa.

Recommendations

The researcher recommends

- To organize workshops within the university and courses for students on an ongoing basis on the importance of managing emotions as an important focus of the personality and its role in the development of the student's personality.
- Activate the role of the guidance side in guiding and guiding students, on the importance of managing their emotions and how to make sound decisions.

- Work to develop the concept of life skills among university students through seminars, training and cultural courses, and ways to give them to students as future leaders and they will take multiple roles in leading society.

Proposals

In the light of the researcher's findings, the following are proposed.

Conduct a study on current research variables on other samples such as teachers and university professors.

Conduct a study on the relationship of one of the current research variables with other variables (self-regulation skills, personality patterns, self-motivation, coordinating thinking, emotional effort, cognitive methods).

References

1. Saleh AMS, Awad AM. Introduction to Statistics Principles and Analysis using SPSS, i 6. Mesaer House for Publishing, Distribution and Printing, 2012.
2. Skaobs P, *et al.* Development of Life Skills of Secondary Education Students in the Future Curriculum. National Center for Educational Research and Development, 2005.
3. Maryam M. Al-Isra University students' needs for life skills. Journal of the Federation of Arab Universities. 2007;49:1-16.
4. Hussein MA. Emotional intelligence and the dynamics of the power of social learning. P. 2. University Book House, 2009.
5. Hamza AS. The impact of some web applications (2.0) in the course of education technology on the development of some life skills among the students of the Second Division of Philosophy and Meeting of the Faculty of Education, Faculty of Education University of Benha, 2017.
6. Al-Saadouni I. Conscientious intelligence (Founded. Applications Development). 1. The House of Thought for Publishing and Distribution, 2007.
7. Abbas *et al.* Introduction to research curricula in education and psychology, T5. Al-Masirah Publishing, Distribution and Printing House, 2014.
8. Abbasi FK. Methods of Scientific Research and Statistical Analysis in Behavioral Sciences. Noon House for Printing, Publishing and Distribution, 2018.
9. Abdul Ma 'ATY HM. Psychosocial Development and Identity Formation, i 1. Zahra Al-Sharq Office, 2008.
10. Abdullah M, Shurooq S. Expectations of self-competence and its relationship to life skills of middle school teachers. Master's thesis, Faculty of Education for Construction, Baghdad University, 2014.
11. Attiya MA. Scientific research in education His curricula, tools and statistical means. Curriculum House for Publishing and Distribution, 2009.
12. Alam SMD. Measurement and educational and psychological evaluation of its fundamentals and its contemporary applications and directives, T1. Dar Al-Arab Thought Cairo, 2000.

13. Aiti Y. Emotional intelligence: a new look at the relationship between intelligence and emotion. The House of Thought, 2003.
14. Faraj S. Psychometric measurement. Arab Thought House, 1980.
15. Fermawi HA, Hussein WR. Meta is emotional in ordinary and intellectually disabled people. 1. Al Safeh Publishing and Distribution House, 2009.
16. Qazamil SH. The effectiveness of using a demobilized curriculum entrance to teach social studies on the development of certain life skills. Unpublished doctoral thesis, Faculty of Education, Arish, Egypt, 2007.
17. Makhail AN. Measurement and Psychological and Educational Assessment of the Bad and Special Needs, 1. Typhoon Publishing and Distribution House, 2015.
18. Melhem SM. Curricula of Educational Research and Psychology. Al-Masirah Publishing and Distribution House, 2000.
19. Allen MJ, Yen WM. Introduction to Easurement Theoryk. California: Book Cole, 1979.
20. Bar-on R. Baron Emotional Quotient-Inventory (manual). Canada: MHS INC, 2000.
21. Ebel RL. Essentials of education measurement. New Jersey: Englewood Cliffs, Prentice-Hall, Inc, 1979.
22. Gardner H. Intelligence Multiple Perspective. Florida: Harcourt Brace, 1996.
23. Mayer J, Salovey P. Emotional intelligence as a standard intelligence. San Francisco: American Psychological Association, 2001.
24. Nunnally JC. Psychometric Theory. New York: McGraw Hill Company, 1978.
25. Salovey P, Mayer J. Emotional Intelligence. Imagination, Cognition and Personality. Y.S.A, 1990.
26. Shaughnessy J, Zechmeister EB, Zechmeister JS. Research Methods in Psychology. Griffith University, 2012.

Annex 1: To the final emotion management measure

Never	Rarely	Sometimes	Often	Always	Paragraphs	No.
					I feel capable of proving my opinion to others	1
					Respect others' feelings even if you are angry	2
					I control my emotions when my colleagues provoke me	3
					Accept other people's criticism of my ideas and try to convince them	4
					Feel joy when I make a success of a hard substance	5
					Take the initiative to share their joys and grief	6
					It is necessary to appreciate other's interests in certain topics	7
					Intervene in the resolution of a dispute between others	8
					I can hide negative feelings about others.	9
					I feel better than my colleagues in the face of difficult situations.	10
					I feel comfortable with my conscience when my colleagues consult me with their problems.	11
					I see that everyone has to be flexible in dealing with anger situations.	12
					I want to discuss and dialogue with others to benefit everyone.	13
					My family trusts me and my thoughts	14
					Feel how others feel and try to help them	15
					Cope maturely with life problems	16
					I can see how other people feel, both positive and negative.	17
					Treat my colleagues kindly and exchange it with me.	18
					Ask my colleagues for help when I'm upset	19
					I can control my vanity in some situations.	20
					Let my closest know what makes me happy and what makes me angry so that I don't clash with them.	21
					Can quietly express what's inside me.	22
					Regain my activity shortly after a frustrating situation passed	23
					I see that some of my colleagues want to get me angry even in joke situations.	24
					Having the ability to control feelings until the goal is achieved	25
					Restoring one's balance easily when exposed to a situation that indicates anger	26
					I'd rather stay away from some of the uncooperative people.	27
					Learn from my parents how to define my relationships with others	28
					I feel like I can't control my emotions.	29
					I feel more confident when I first encounter emotional situations that come across me.	30

Annex 2: Life Skills Scale as finalized

Never	Rarely	Sometimes	Often	Always	Paragraphs	No
					It's hard for me to forgive whose wrong about me.	1
					I can listen to others without interruption.	2
					Organize my time well for my tasks	3
					Use colored pens to focus on important information	4
					I accept the advice of my colleagues	5
					I feel happy when asked how to organize my thoughts during the exam	6
					Make a great effort to summarize information to store it in memory	7
					Make time to attend seminars with topics	8
					Focus on the task facing me so that I can solve it from all sides	9
					Use hand movements and facial expressions to clarify information	10

					I can build positive relationships with others.	11
					Make a great effort to plan for the future	12
					Cooperate with my colleagues in the completion of our mandated study tasks	13
					Own extensive information about the field I study	14
					I'd rather just have relationships with same-sex colleagues.	15
					Ask my colleagues questions continuously to remove vague ideas	16
					When confronted with a problem, I choose the most likely solution to succeed.	17
					I put several solutions to every problem I face	18
					Make a prior decision to start solving my problems	19
					Ignore some problems because it's part of their solution	20
					I have academic difficulties during my study and I am unable to solve them	21
					I need to self-investigate through my studies.	22
					I want to be trusted by others.	23
					My teachers set an example for me in the future.	24
					I feel capable of making many right decisions.	25
					I prefer to share my closest when making a fateful decision.	26
					Be responsible and provide solutions to my colleagues' problems	27
					I prefer to use alternatives applied in solving a previous problem	28
					I feel like I need support from others.	29
					I'm not able to communicate with others because I'm busy studying.	30