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Relation between methods of struggling with Stress and the method of solving problem by self-regulated learning

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Abstract

The aim of this study is to determine the relationship between Stress Collation and Problem Solving Strategies with Self-Regulated Learning among female high school, second grade students in Tehran 1392-93. The sample group of 300 individuals is based on Kokran formula, using Multi-Stage Sampling Method. The present study is Non-Experimental and Correlative. Three standard and normalized questionnaires have been used including Ender and Parker's questionnaire on Stress Collation Strategies Happner and Peterson's questionnaire on Problem-Solving Connel and Ryan's questionnaire on Self-Regulated Learning. The gathered data has been analyzed through Descriptive Statistics (frequency, percentage, and average) and Inferential Statistics (multivariate regression analysis). The results confirmed the Hypothesis of the study and also demonstrated the fact that the Correlation between "Stress Collation Strategies", and "Self-Regulated Learning" or in other word "Problem Focused", "Emotion Focused", and "Elusion Focused" strategies, will form almost 20/1 percent of the changes concerning student's Self-Regulated Learning altogether, while the relationship between "Problem Solving Methods" with Self-Regulated Learning constitutes something about 25/4 percent of student's "Self-Regulated Learning" variance, relying on Problem-Solving strategies; also, calculations proved the fact that the squared multiple correlation is significant in the confidence level (P=0/01).

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1- Introduction

In the recent era the stress is one of the fields of study in different sciences and it can be one of interrupting reasons in one's learning. The world which we are living in is full of wonders, beauties and improvement with fears and anxieties. The stress is inevitable and every body experienced it. Nowadays stress turn in to the reason of expanding tension and the decliners of ability modified the lifestyles because it is affecting by different factors and their relations. (Khodayari, Parand, 2011) Stress is the most comprehensive symptom in the world and the most current reason diseases in the world. (Ahmaddoust, 2010)

Now it is the main question in this concern that could it decrease the level of stress, the rate of anxiety by increasing self confidence and revive the mentality health and is there any relation between the struggling methods and how is the quality o this relation? It should teach the ways of struggling with stress to children because today world is full of tensions, mental pressures, anxieties, depressions, bad mud. Millions have stress, but the stress is not always destructive! In fact it is better we sometimes be nervous.

In one word it can be told stress is a vital reflex but by passing time it could be destructive. Family as the main element of society and the first location of training students and children, it has got the main role in their improvement and via this method lots of countries were developed, they promote the standards of lifestyle, because the healthy society needs well training of children, though between the training elements and mixing these elements such: school, home, society were defined already and it needs coordinating exact analysis between them. It is full of attention about training children and an element of students’ success. It needs promoting students’ skill and competency needs more exercise and more duty. Therefore the parents should apply more time on their controlling and observing their children (Etknison, 2004, Translated Bramani, 2008) Self-regulating learning may define the personal differences with high education and the forms of self motivation for doing the homework and enjoy solving the challenges and coordinating the goals for reaching to self-efficiency. In contrast students with low education output have less attempt and they show less desire for activities of coordination and the methods of learning, they have low self-regulating and they rarely reach to high rate of succession. (Bembenutty, 2008) Adolescent period has lots of promotion. The youth can get hard principles of knowledge; they take distance from family activities, and although lots of psychiatrists knoe the adolescent period with lots of pressure but it is a little exaggerating. (Berkl, 2007) Concentration on solving the affair and solution is one of ways of struggling with stress and confronting problems systematically and it surrounds different methods of solving problems and encountering them. (Khodayari, Parand, 2011)

Learning on the method of solving problems is a model for students and it develops the learning with motivation, its skills are on the methods of solving problems and perceiving deep consideration and problem solving. (Okeveke, 2006) Solving the problem is a course for finding the Replies (.Dzurilla& Goldfried, 2005) so in this concern it has had application already and provided skills in this solution. (Gold eshtine & Colleagues, 2005) It has growing to preservative applications very much to the one's personality and some psychiatrists believe that someone because of their personality specifications can come over problems and contrasting strategies can be effective too.(Pahlavali, 1996) Self regulated learning in learning and transforming and anxiety reduction of students and educational promotion is in a level that all psychiatrists are in.(Fahnoe, 2013) By applying self regulated learning for students the teachers can expect more academic out puts and making better motivation for all students during their all age. It is specifying a daily plan for strategies in self regulated leanings can affect a lot on students learning and make them ready for hard competitions (Heris & Colleagues, 2005) self regulated learning has a relation with ordering class and it gives proper plan about students learning. (Kristi&Brynes, 2011). Regarding to the above contents the researcher is looking for replying this question which is the relation between the methods of solving problem and stresses and self regulated learning.

2- The hypothesis of survey

1- Between the methods of struggling with stress (proclaiming, interestingly, perceivably) with self regulated learning there is relation.

2- Between the methods of solving (Confident to solving problem, the method of growing, self control) there is relation with self regulated learning.
This survey is the model of coordinative. The participants are 300 people of Tehran high school students of the year study 2013-2014 which they were selected by multi stage sampling. In this survey it is applied of three measuring Devices such: questionnaire the methods of struggling with stress(Anderler & Parkler 1990, with final rate 88% and questionnaire of solving problem Hepneroson 1988 with average rate of 82% and also the self regulated learning Ryan & Kanel, 1987 with average rate 78%. It has been applied of analyzing the data by multi method regression.

3- Findings and conclusions
The results of chart 1 is mentioning to the highest average problem making (24/29) in which the average of light preserve able 16/23. It is the average of light interestingly with 21/36. The scale of comparing balances is higher than other methods.

Chart 1 – The average and the methods of struggling with stresses for students

<table>
<thead>
<tr>
<th>STANDARD SCALES</th>
<th>AVERAGE</th>
<th>METHODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/4</td>
<td>24/29</td>
<td>Proclaiming</td>
</tr>
<tr>
<td>6</td>
<td>21/36</td>
<td>Interestingly</td>
</tr>
<tr>
<td>5/2</td>
<td>16/23</td>
<td>Preserve ably</td>
</tr>
</tbody>
</table>

The results of chart 2 is pointing to this the participant students in this survey in the method of "Personal control" gained the most scores.(3/36) this figure about the methods of "Methods of solving problem" and "the method of preserving" are chronologically 2/65 & 2/8.

Chart 2- The statistic methods of solving problems

<table>
<thead>
<tr>
<th>STANDARD SCALES</th>
<th>AVERAGE</th>
<th>METHODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/55</td>
<td>2/65</td>
<td>Trusting to solving problem</td>
</tr>
<tr>
<td>0/41</td>
<td>2/8</td>
<td>The method of preserving</td>
</tr>
<tr>
<td>1</td>
<td>3/36</td>
<td>Personal controlling</td>
</tr>
</tbody>
</table>

The results of chart 3 are pointing to the rate of self regulated learning which averagely it was 90/28. The distribution of balance scale is 15/15 and it is seldom pointing to the normally distribution.

Chart 3- The statistic signs of self regulated learning

<table>
<thead>
<tr>
<th>Laziness</th>
<th>STANDARD SCALES</th>
<th>AVERAGE</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/27</td>
<td>0/23</td>
<td>15/15</td>
<td>90/28</td>
</tr>
</tbody>
</table>

3.1. Investigation of first hypothesis
Between the methods of struggling with stressing (Proclaiming, interestingly, preserve ably) Have relation the self regulated learning. Regarding to the points in chart 4 there is relation between self regulated learning and the methods of struggling with stress is equal with 0/448 in the other words the methods of interestingly and proclaiming totally define the changes of self regulated learning almost 20/1 percent. (R² = 0/201)

Chart 4- The test brief regression of relation between the methods of struggling with stress and self regulated learning

<table>
<thead>
<tr>
<th>MEANINGFUL RATE</th>
<th>THE COORDINATION DOWNSIZED</th>
<th>MULTIPLY COORDINATION RATE</th>
<th>COORDINATION RATE</th>
<th>THE INTERED TO SURVEY</th>
<th>FACTORS</th>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/01</td>
<td>0/180</td>
<td>0/201</td>
<td>0/448</td>
<td>Methods</td>
<td>struggling</td>
<td>1</td>
</tr>
</tbody>
</table>
As it is observable in chart 5. The rate of meaningful stage just in "Proclaiming" is less than 0/05 in the other word the method of proclaiming is just predicted the rate of "Rate of self regulated learning". In which the methods of "Interestingly" and "Proclaiming" do not have any role in self regulated learning. Therefore during the factor in the chart the regression is as following: (The method of proclaiming) (Y)= 87/89 + 0/420 the self regulated learning
During the above regression it can be told: By adding a unit of "The method of proclaiming" of high school students it will added 0/420 unit to self regulated learning.

3.2. The analysis of second hypothesis
Between the methods of solving problem (Trusting to solving problems, the method of deny and self control) have relation with self regulated learning. The results of chart 6 id defining that the relation between "methods of solving problems" has been estimated with "self regulated learning" it is equal with 0/504. It means almost 25/4 percent of "self regulated learning" variance is depending on the methods of solving problems (Trusting on solving the problem, the method of denying and self control).

4. Discussion and conclusion
The founding indicated that the methods of struggling with stress depend on self regulated prediction.
The method of struggling with stresses contains the modification or the case which causes the problem and it is completely pragmatic. Ones who put in stress are confronting subjects such (Skills, devices, data). (VAng & Lay 2007) This method obviously is confronting with the problems and it contains the procedures of stepping and modifying the conditions and its effects. This struggle contains step by step attempt and increasing personal attempt. In this kind of struggling one is confronting with planning and parallel attempts. (Told by Rostamzade, 2007). Generally the method of struggling with stress is via controlling and planning step by step, te students confront with the methods of solving problem and learn of mistakes, these students do not relate the problems o the external points and by this they turn in to independent and astronomical learners because the experienced proved that when students get in to solving problems they can not learn the skills and it is because of this it change in to an effective and new method. Because it wants that students learn for all students the kills and for all life learning which this is one of self regulated learning goals. Also this method of struggling with stress is confronting with the goals of training and learning how to live which these goals are the confining the goals of learning. The other specifications of the method of struggling with stress are such: Before any reaction it goes on solving the problem, very fast it plan the tasks and do them one by one, try to understand the position, it make planning for a complex of affairs, concentrating on the affair how to solve the problem, in this concern the results of study are defined. Nasir (2010) It has growing to preservative applications very much to the one's personality and some psychiatrists believe that someone because of their personality specifications can come over problems and contrasting strategies can be effective too Self-regulating learning may define the personal differences with high education and the forms of self motivation for doing the homework and enjoy solving the challenges and coordinating the goals for reaching to self-efficiency.

In contrast students with low education output have less attempt and they show less desire for activities of coordination and the methods of learning, they have low self-regulating and they rarely reach to high rate of succession. (FarMihani Frahani 2008. ) Family as the main element of society and the first location of training students and children, it has got the main role in their improvement and via this method lots of countries were developed, they promote the standards of lifestyle, because the healthy society needs well training of children, though between the training elements and mixing these elements such: school, home, society were defined already and it needs coordinating exact analysis between them. It is full of attention about training children and an element of students' success. It needs promoting students' skill and competency needs more exercise and more duty. Therefore the parents should apply more time on their controlling and observing their children and in this concern it emerged this about the method of interestingly method. Yayeh & Colleagues (2005) They founded in their survey one of the ways of struggling can not tolerate the stressing situation. Milva & Dozelva (2010). In his study he showed that between the methods of struggling stress and social supporting there is a meaningful relation. Gelo Rita & Colleagues (2005) In their studying they found that the girl students apply more talking method for decreasing their stress and they apply th is method more than solving the problem. Elgar & Colleagues 2003. Thy founded that get on the methods of abilities of controlling the excitements and they show more treatment problems such anxiety, fighting and stress. Heydari Pahlavian &colleagues 2010. In this study they founded that they applied more than unweaving positions with comparison healthy people they are inappropriate solving problem solutions. The gained results of second hypothesis in solving the problem can be applied of self regulate method. It means when solving problem one trust to his abilities, he can manage his self regulated procedure and this can be very applicable for students. The students who apply this method they have some specifications such: they find very creative ways and solutions, they encounter with slots of situations for solving, They become happy about their decision, when they plan for an affair they do as they their plan, they know as they attempt enough they can reach to anything as they wanted, they are confident they can solve the problem, they are sure about their abilities, usually the out comings are equal with the out come they expected previously. When they get the point the first is solving the problem. From the other side the educational environment that make and learn flexibility to students and they make students ready for encountering with these problems and situations.

In this concern Vandbedil (2010) founded that learning the solution is effective for students. Also Habibi Sarpanahi (2010) founded that learning the solution can lead to promotion from social point.
Also they founded that they can decrease students stress group. But in external studies Bambuti 2008 they found that most of students could get the part of identification of substances as a successful learning. These findings all indicated that via self-regulated learning the students can reach to success and they solve their problems inspir of their lesson problems.

In this concern it is suggested that it should be paid more attention to students' health and via this it can decreases their stress, they are available via suitable devices such making reports and struggling with the problems, the students are encouraged to solve their problem via Internet and search different solutions and they do not choose just one solution and the teachers apply the students' solution in solving the problems.

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