ملخص الدراسة باللغة الإنجليزية
Summary of The Study

Introduction:

Youth are the hope of the society for achieving progress and welfare. University students are responsible to take part in achieving progress in their societies. Therefore, it is necessary to study their emotions, simply because their lives witness many types of emotions that range from happiness to sadness and hope.

Thus, emotions play a vital role in determining the quality of life, their behaviors and the degree of their coping with themselves and their surrounding environment.

Hence, it is necessary to pay great attention to emotions: what they are, its significance and its effect on human being life. In the light of what has been mentioned, it is obvious that emotional regulation has a significant role in different fields of life. That is simply because it helps people to achieve success; specifically in their social life and in their whole life. In general, humans must have good emotional regulation, because nowadays, life is full of stress, and psychological disorders which lead to stress and depression. Emotional dysregulation makes people socially isolated and less effective in their society. It also leads them to adopt escaping styles when solving their problems or facing stress. Thus, the treatment of emotional dysregulation is very important for the human and the society as well. One of the methods of the treatment of emotional dysregulation is self-control and from
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its techniques which are; Self – Instruction, stimulus control, self observation and evaluation, self – selection of standards and enhancement or reinforcement and self punishment which help these students form correct emotional behaviors which by time become part of their behaviors in spite of emotional dysregulation.

- **Problem of The Study:**

  The problem of this study can be summarized in the following question : What is the effectiveness of self – control in Treatment of emotional dysregulation and life stress coping styles of university students ?

- **Aims of The Study:**

  This study aims at determining the effectiveness of self – control in treatment of emotional dysregulation and life stress coping styles of university students .

- **Importance of the study: Divided into two sections:**

  **A) Theoretical Importance** : this study contributes in addressing a relatively recent psychological problem, i.e., emotional dysregulation. This may contribute to the enrichment of the psychological literature in this area, where there are few Arabic and foreign studies that examined the effectiveness of self – control in treating the variables of the study.

  **B) Applied Importance** : the present study introduces a practical model for a treatment program that can be
used in treating emotional dysregulation and life stress coping styles of university students.

- Definition of Terms used in the present study:

This study depends on several terms: self – control, emotional dysregulation, and life stress coping styles.

-Limits of the study:

The possibility of generalizing results of this study is limited to its methodology, sample, the place where it was carried out, and the time period during which it was carried out.

-Literature Review:

A conceptual framework was discussed including theories of each the building emotional dysregulation and life stress coping styles. In addition previous studies dealing with the effectiveness of self – control in treatment of emotional dysregulation and life stress coping styles were discussed.

Hypotheses:

1- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group (and the first control group in post test on the emotional dysregulation scale in favour of the first experimental group.

2- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group and the first control group in post
test on the life stress coping styles scale in favour of the first experimental group.

3- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the pre and post-test on the emotional dysregulation scale in favour of the post-test.

4- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the pre and post-test on the life stress coping styles scale in favour of the post-test.

5- There are no statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the post and follow up-test on the emotional dysregulation scale.

6- There are no statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the post and follow up-test on the life stress coping styles scale.

7- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group and the second control group in post-test on the emotional dysregulation scale in favour of the second experimental group.

8- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group and the second control group.
in post test on the life stress coping styles scale in favour of the second experimental group.

9- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the pre and post-test on the emotional dysregulation scale in favour of the post-test.

10 - There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the pre and post-test on the life stress coping styles scale in favour of the post-test.

11- There are no statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the post and follow-up test on the emotional dysregulation scale.

12- There are no statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the post and follow-up test on the life stress coping styles scale.

**Method of the study:**

This study used the experimental method.

**Sample of the study:**

The basic sample of this study consisted of 405 of senior students of general and basic education at the faculty of
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education, members of the experimental groups and control groups were extracted of this sample using appropriate criteria to the study objectives and they were divided into two groups one of them included 20 students and each group divided into two sub–groups, each one of them contained 10 students.

Tools of the study:

1- Emotional dysregulation scale (prepared by the researcher).

2- Coping styles of stress scale (translated by the researcher).

3- The family socio–economic level prepared by Abd El Aziz el shakes).

4- Therpeutic programme (prepared by the researcher)

Procedures:

This study employed the following procedures:

1- Determining the problem and its dimensions.

2- Surveying the pervious studies and related literature about the variables of the study (self–control, emotional dysregulation, coping styles of stress).

3- Preparing the theoretical frame of the study.

4- Administering the instruments to the basic sample, in the Faculty of Education, Fayoum University to determine the extract the sample of the study.

5- Selecting the basic sample of the study.
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6- Distributing members of the experimental sample to the experimental groups and control groups.

7- Conducting pre – test of the instruments to members of the experimental groups and the control groups.

8- Applying the program to members of the experimental groups.

9- Applying the post – test of the instrument to members of the experimental groups and control groups.

10- Applying the follow – up test of the instrument to members of the experimental groups.

11- Analyzing and scheduling the data, according to the study variables.

12- Processing data using the suitable statistical methods.

13- Coming up with results, explanation, and discussion.

14- Presenting the study recommendation, and suggestions of future studies.

Results of the study:

Results of the study showed the following:

1- There are statistically significant differences between mean ranks of scores obtained by members of the experimental group (the first) and the first control group.
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1- in post test on the emotional dysregulation scale in favour of the first experimental group as a total score and dimensions.

2- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group and the first control group in post test on the life stress coping styles scale in favour of the first experimental group as a total score and dimensions.

3- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the pre and post-test on the emotional dysregulation scale in favour of the post-test as a total score and dimensions.

4- There are statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the pre and post-test on the life stress coping styles scale in favour of the post-test as a total score and dimensions.

5- There are no statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the post and follow up-test on the emotional dysregulation scale as a total score and dimensions.

6- There are no statistically significant differences between mean ranks of scores obtained by members of the first experimental group in the post and follow up-test on
the life stress coping styles scale as a total score and dimensions, except active emotional coping styles dimension was statistically significant in favour of the follow-up test.

7- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group and the second control group in post test on the emotional dysregulation scale in favour of the second experimental group as a total score and dimensions.

8- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group and the second control group in post test on the life stress coping styles scale in favour of the second experimental group as a total score and dimensions.

9- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the pre and post-test on the emotional dysregulation scale in favour of the post-test as a total score and dimensions.

10- There are statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the pre and post-test on the life stress coping styles scale in favour of the post-test as a total score and dimensions.
11- There are no statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the post and follow up - test on the emotional dysregulation scale as a total score and dimensions except emotional control dimensions become statistically significant in favour of the follow-up test.

12- There are no statistically significant differences between mean ranks of scores obtained by members of the second experimental group in the post and follow up - test on the life stress coping styles scale as a total score and dimensions.