How virtual English language Teaching Can be Used to Address Emotional Regulation, Anger Control, Among Iranian Housewives

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Abstract

House wives hold a specific position at home, as it is known to everyone. However, the presence of some known issues including their financial dependence to the husband, has made them a vulnerable group in the society, whatever is its development status. This study aimed at investigating the effect of virtual English language teaching on Iranian house wives' emotional regulation, anger control. In so doing, a quasi-experimental pre-test post-test control group design was used. The target population of this study included all Iranian house wives. From the population, about 60 Iranian house wives from different cities of Iran were selected through available sampling. The participants were randomly divided into two groups namely, the experimental and control groups. The required data were collected through the following instruments: The Persian version of Anger Control Questionnaire, developed and validated by Buss and Perry (1992);; and the Persian version of the Emotional Regulation Questionnaire (Garnefski et al., 2003). Data analysis was conducted running descriptive statistics,

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Kolmogorov-Smirnov normality test, Leven test, and one-way Analysis of Covariance (ANCOVA). The findings confirmed a significantly positive impact of virtual English language teaching on Iranian House wives' emotional regulation, anger control . The findings have implications for top-level educational authorities, social emergency administrators, and future researchers.

Key Words: Anger control, Emotional Regulation, Virtual English Language Teaching, Well-being

1.Introduction

Due to difficult conditions of life in the recent years (Bao et al., 2020), serious health threats have been emerged (Williams et al., 2020). Such conditions have affected the global financial system, governments, and societies (Li et al., 2020; Yoosefi Lebni et al., 2021). In addition, the new virus has affected various aspects of life including mental health (Nobles et al., 2020), willingness to suicide (Gunnel et al., 2020), sleep disorders (Altena et al., 2020), quality of life (Mattioli & Puvianiand, 2020) and anger level (Giubilini et al., 2018). These consequences are mostly rooted in the fact that most countries have utilized quarantine as a way to prevent the transmission of the disease (Mattioli & Puvianiand, 2020) a previously-proved successful strategy in preventing the spread of SARS (Giubilini et al., 2018). However, it should be noted that in earlier pandemics, quarantine had been associated with several bad repercussions such as isolation from friends and relatives, freedom loss, suicide desire, rage, anger, and (Giubilini et al., 2018). As proved in a recent study by Williams et al. (2020), British individuals have been remarkably affected in a negative way by quarantine in different dimensions such as mental health and overall well-being, particularly among low socio-economic people. Furthermore, the limitations in social relationships, income, and energy, as well as fluctuations in the ordinary and routine style of life, have led to psychological and emotional difficulties in people (Williams et al., 2020).

As proved in the previous research, such crises affect house wives, as a vulnerable group in society; this can be attributed to the lack of access to resources, socio-cultural constraints, and the adverse effect of gender inequalities in society, among other potential reasons (Ruwanpura, 2008). Apparently, males and females have not been equally affected by the crises (Mantovani, 2020) which have led to women' facing gender inequity, increased responsibilities at their home, and added role as caregivers in their families (Mantovani, 2020). This has led to dominant changes in lifestyles of them. As found in some studies, , marital conflicts, family conflicts, anger, fear, stress, depression, and anxiety and other negative emotions have been increased (Zhang et al., 2020).

A general trend found in some studies in the context of Iran (Abrar, 2010), an Iranian house wives comprise one of the largest group of users of virtual space in its different forms including social networks, virtual groups, etc. Many Iranian households, regardless of their socio-economic class, are provided with cell phones as a tool of using the virtual space. In fact, the ample functional utilities of cell phones as a tool of voice chat, text chat, email, video and

image transmission has turned it into a very famous and an effective means for social participation and mobilization. Maybe, this is why the number of cell phone users has increased dramatically during the last decade in Iran (Abrar, 2010).

In the same vein, Haider (2009) believes that when we live in a democratic society, we should be able to freely use the Internet and virtual space for our own purposes, such as upgrading our own cultures in case we benefit from technology in a safe manner. However, he warns that Internet and virtual space are intermingled with some threats which cannot be easily missed (Haider, 2009). To support this, while the Internet has provided Iranian house wives with ample opportunities to express their voice in different dimensions including socio-cultural, political and economic issues, many people complain about its negative side effects such as eye ache, headache, making women ignorant of their husband, and other similar problems. Good or bad, one of the direct consequences of the new life conditions in general and the COVID-19 pandemic in particular has been more reliance of house wives upon virtual space in general and cellular phones in particular. This can be easily observed in our surrounding.

Furthermore, it is widely known that one of the opportunities provided by virtual space and Internet for all people, not just house wives, is English learning. In today's global village, English learning is a must for almost any person, regardless of its gender. A group of people who can benefit from English learning in various ways are house wives. Among other benefits of English learning, merits such as becoming empowered by the most famous international language, helping children at home in doing their homework, becoming aware of different cultures can be enumerated for house wives' English learning.

Altogether, the above discussions orient the reader to wonder whether merging the various lines of discussions proposed above (i.e., the COVID-19 outbreak; increased problems of house wives in such areas as, anger and emotional regulation; and opportunities provided by virtual space along with the increased use of cellular phones by house wives in the recent years; and the necessity of English learning in the global age) may contribute to solving an existing problem in the society. Being oriented by this, the researcher seeks to tackle the issue in a way with the highest problem-solving taste.

House wives hold a specific position at home, as it is known to everyone. However, the presence of some known issues including their financial dependence to the husband, has made them a vulnerable group in the society, whatever is its development status. Unfortunately, in the recent years, remarkable changes have been occurred in house wives' responsibilities and functions, and consequently, they have been faced with new problems (Yoosefi Lebni et al., 2021). According to Yoosefi Lebni et al. (2021), house wives are exposed to more serious problems than any other family members.

As reported by the recent researchers, the patient family members care, disinfecting the house, managing family members' relationships, and caring for children's distance education are just preliminary costs of the recent life educations for house wives (Zhang et al., 2020). Worse than that are emerged problems which are considered serious threats for their mental and physical health during quarantine. Effects of life problems on house wives' emotional regulation, anger control, quality of life are worse news (Mantovani, 2020; Yoosefi Lebni et al., 2021; Zhang et al., 2020).

Fortunately, to combat this dark and complex scenario, two weapons as virtual space and English learning are at our disposal. However, the degree of effectiveness of such tools in this regard is not pre-determined, they are worth trying with good justifications. Firstly, apparently house wives in Iran have recently expressed their voice on their problems through different

virtual channels including social networks. This confirms that they welcome virtual space. This is a good news. Secondly, English learning is here to improve the lives of house wives by providing them the opportunity to receive ample information in terms of marital life, health matters, care skills and making themselves ready for potential employment opportunities and so on (Shirazi, 2014). House wives should try to empower themselves by increasing their knowledge of different life aspects through a variety of international resources. Thirdly, the introduction of different models of cellular phones and Iranian house wives' access to it have provided the ground for better utilization of virtual space at the service of their well-being as a vulnerable group in the society.

But in reality, we see that still many Iranian housewives tend to just use Internet and virtual space for time pass and amusement (Shirazi, 2014). In such a situation, the burden of the life problems on Iranian house wives keeps its wright, instead of becoming lighter. The merge of English learning with virtual space as a solution for house wives' problems in terms of emotional regulation, anger control, in Iran is worth trying. This along with the empty place of a study on the issue stimulated the researcher to conduct this study to see how virtual English language teaching could be taken at the service of Iranian house wives to deal with their problems concerning emotional regulation, anger control.

In so doing, the following research questions were proposed:

1. What is the effect of virtual English language teaching on Iranian House wives' emotional regulation?

2. What is the effect of virtual English language teaching on Iranian House wives' anger control?

2. Review of the Related Literature

2.1 Theoretical issues

This study is informed by two lines of thinking including virtual teaching and well-being theory. Virtual teaching has been defined differently by various scholars in the field (e.g., Bansal, 2020; Bleimann, 2004; Fry 2000; Horton, 2001; Roffe, 2002; Smyrnova-Trybulska, et al., 2019; Wild, et al., 2002). For instance, Tsai and Machado (2002) maintain that virtual teaching is communicating and teaching via networks and computers, that is, through electronic devices. Another definition which is a bit more specific is provided by Fry (2000) who believes that virtual teaching is the "delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies" (p. 4). Horton (2001) states that virtual teaching is "the use of Internet and digital technologies to create experience that educates fellow human beings" (p. 6). Lahn (2004) argues that virtual teaching, in addition to web-based technology, also necessitates course ware based on multimedia tasks. Hence, it is obvious that the foundations of virtual teaching are Information and Communication Technology. It is also

predictable that in order to increase the performance and effectiveness of learning, virtual teaching is developed on the basis of information technology.

As put by ToV (2018), the term well-being is reminiscent of all the ways in which people experience and assess their lives positively. What exactly it means to experience life positively can be conceived in miscellaneous ways. Some equate well-being with happiness, but this can sometimes conjure up images of an immensely joyful, cheerful person that many do not identify with. As a result, some prefer to view well-being as a prolonged state of contentment (Mosleh et al., 2022).

To other scholars (e.g., Azmi et al., 2022), well-being is concerned with wellness, that is, having good stress-free physical and mental health. None of these definitions is incorrect; but each viewpoint is incomplete in itself. A great challenge for the science of well-being has been to define and measure this broad, encompassing construct Seligman (Csikszentmihalyi,2000). A main advancement in this field throughout the past few decades is the recognition that well-being is a multi-faceted notion; this means that it cannot be fully represented by any one measure. A person who is depressed cannot be said to be well; however, to equate well-being with an absence of depression misses much of what people strive for when they seek to enhance and preserve their well-being. In other words, well-being includes the lack of suffering, but it is more than this (Diener, 1984; Seligman & Csikszentmihalyi, 2000).

2.2 Empirical Studies

The literature on the variables under investigation in the present study is not very rich. This scarcity is more serious when virtual English language teaching comes into play to affect emotional regulation, anger control. In non-virtual settings, the researchers have dealt with the relationship among emotional regulation, anger control and the other cognitive or affective factors. For instance, Bracket et al. (2010) investigated the association among emotional regulation, job satisfaction, and burnout among school teachers and confirmed a significant relationship among the three explored factors. In another study, Ghanizadeh and Royaei (2015) investigated the correlation among emotional regulation, burnout, and emotional labor strategies among EFL teachers and reported a significant interplay among them. Similar findings have been claimed by other scholars (Biron & van Veldhoven, 2012; Fathi & Derakhshan, 2019; Ju et al., 2015; Mirzaei et al., 2020; Shokoohi-Yekta et al., 2019; Talbot & Mercer, 2018).

A different research line taken in this regard is experimental research tackling the effectiveness of various virtual or non-virtual teaching programs (in relation or unrelated to English language) on emotional regulation, anger control.

In this group of studies, Alawiyah et al. (2019) examined and corroborated the effectiveness of socio-drama on improvement of anger management skills of students. In the study by Prasanth et al. (2022), assessed the effect of virtual knowledge practice education on anger management among adolescents and found out remarkable changes in the subjects under the effect of teaching knowledge practice virtually. There exist some other studies with the same orientation on variables like emotional regulation (e.g., Barber et al., 2011; Dettori & Persico, 2014; Nguyen & Ikeda, 2015).

What is clearly perceived from the reviewed literature is that more investigations are needed to document the effectiveness of virtual English language teaching on emotional regulation, anger control

among House wives in Iran. This study was an attempt to bridge this gap.

3. Method

3.1 Research Design

This study which sought to investigate the effectiveness of virtual English language teaching on Iranian House wives' emotional regulation, anger control, used a quasi-experimental pre-test post-test control group design (Ary et al., 2019). More specifically, in this study, there existed two groups of house wives in the name of the experimental and control groups. While the experimental group benefited from virtual English language teaching, the control group does not. Finally, the scores of the two groups on emotional regulation, anger control, in the pre-test and post-test are compared with each other to measure the effectiveness of virtual English language teaching.

3.2 Participants

The target population of this study included all Iranian house wives. From the population, about 60 Iranian house wives from different cities of Iran were selected through available sampling (Ary et al., 2019). To add to the validity of the findings, the participants were screened through the following factors: Having no academic degree in the field of English language, and having no experience of virtual English teaching. The participants varied in terms of age. Moreover, all of them were from the middle social class. The native language of them was Persian. The participants were randomly divided into two groups namely, the experimental and control groups (to neutralize cohort effect, as recommended by Ary et al., 2019). To observe ethical issues, the consent of the participants was taken for participation in the study. Moreover, they were ensured about anonymity and confidentiality of their personal information.

4. Instruments

The required data were collected through the following instruments:

4.1 Anger Control Questionnaire

To measure anger control, the Persian version of Anger Control Questionnaire, developed and validated by Buss and Perry (1992) was used. This tool consists of 25 multiple choice items among which the respondents should select one. The scores of this questionnaire are in a range from 25 to 125. The reliability and validity of this instrument have been endorsed in the context of Iran.

4.2 Emotional Regulation Questionnaire

The Persian version of the Emotional Regulation Questionnaire (Garnefski et al., 2003) was used to measure the participants' emotional regulation. It is composed of 36 five-point Likert items in a range from 1= never to 5= always. The minimum and maximum score are 36 and 180, respectively. Ghasemzadeh Nassaji et al. (2010) validated this questionnaire in the context of Iran and reported its reliability as .81.

5. Data Collection and Analysis Procedure

To start the process of data collection, first, sample selection, division of them into the experimental and control groups, and building WhatsApp groups were done. Then, the quantitative data collection started wherein the Google Form of the Anger Control Questionnaire, and the Emotional Regulation Questionnaire was sent by the researcher to the participants through WhatsApp to measure their level of anger control, and emotional regulation in the pre-test. Then, the treatment started wherein the experiment group underwent twenty 45-minute sessions of virtual English language teaching in WhatsApp twice a week. During the sessions, the researcher as an experienced EFL teacher, taught the participants general English using the book 'Active Skills for Reading 2' by A Neil J Anderson (2013), as a suitable reference for primary-level learners. The book consists of 12 units composed of a text along with some activities which mainly tackle reading, vocabulary and listening. This is while the control group did not enjoy the treatment. They just participated in the pre-test and the post-test.

Next, the researcher re-sent the Google Form of the Anger Control Questionnaire, and the Emotional Regulation Questionnaire to the participants through WhatsApp to measure their level of anger control, and emotional regulation in the post-test.

For data analysis, first, the scores were submitted to SPSS 24. Then, data analysis was conducted at the descriptive level. This means that descriptive statistics including mean, standard deviation and standard error of mean was run for the data gathered in the pre-test and the post-test. Then, Kolmogorov-Smirnov normality test and Leven test were run to check the data normality and equality of variance. Following that, to compare the two groups' (i.e., experimental and control groups) pre-test and post-test scores, one-way Analysis of Covariance (ANCOVA) was run.

6. Results

6.1 Results of the first research question

To answer the first research question 'What is the effect of virtual English language teaching on Iranian House wives' emotional regulation?', the first one-way ANCOVA was run to investigate the effect of virtual English language teaching on Iranian House wives' emotional regulation.

However, before running the one-way ANCOVA, descriptive statistics was run for all the three emotional regulation, anger control. Table 1 shows the results of descriptive statistics for emotional regulation.

Table 1

Results of Descriptive Statistics for Emotional Regulation

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	41.00	.38
Control (pre-test)	30	40.30	.35

	N	Mean	Std. Deviation
Experimental (post-test)	30	130.00	.30
Control (post-test)	30	95.30	.33

As shown in the Table 1, the level of emotional regulation of the experimental group (M= 41.00, SD= 0.38) was slightly different from that of the control group (M= 40.30, SD= 0.35) in the pre-test. This is while the difference between the experimental group's emotional regulation (M= 130.00, SD= 0.30) and the control group's emotional regulation (M= 95.30, SD= 0.33) was bigger in the post-test.

Table 2 shows the results of descriptive statistics for anger control.

Table 2

Results of Descriptive Statistics for Anger Control

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	39.00	.52
Control (pre-test)	30	42.00	.55
Experimental (post-test)	30	100.00	.60
Control (post-test)	30	63.30	.68

As indicated in the Table 2, the experimental group's anger control ability (M= 39.00, SD= 0.52) was a bit different from the control group' s ability to control their anger (M= 42.00, SD= 0.55) in the pre-test. However, a bigger difference was found between the experimental group's anger control (M= 100.00, SD= 0.60) and the control group's anger control (M= 63.30, SD= 0.68) in the post-test.

Table 3 shows the results of Kolmogorov-Smirnov and Leven test to examine normality and equality of variance for emotional regulation.

Table 3

Results of Kolmogorov-Smirnov and Leven Tests to Examine Normality and Equality of Variance for Emotional Regulation

	Groups	Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)		
		Statistic	df	Sig.	Statistic	df	Sig.
Emotional regulation	Experimental pre-test	.21	30	.17	.68	87	.29

Control pre-test	.19	30	.41				
Experimental post-test	.25	30	.36				
Control post-test	.12	30	.53				

As it can be seen in the Table 3, both normality assumption (p>0.05) and equality of variance assumption (p>0.05) were met.

Table 4 shows the results of Kolmogorov-Smirnov and Leven test to examine normality and equality of variance for anger control.

Table 4

Results of Kolmogorov-Smirnov and Leven Tests to Examine Normality and Equality of Variance for Anger Control

	Groups	Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)		
		Statistic	df	Sig.	Statistic	df	Sig.
Anger control	Experimental pre-test	.32	30	.10			
	Control pre-test	.24	30	.13			
	Experimental post-test	.30	30	.16	.52	87	.41
	Control post-test	.17	30	.23			

As it can be seen in the Table 4, both normality assumption (p>0.05) and equality of variance assumption (p>0.05) were met.

Then, one-way ANCOVA was run to investigate the effect of virtual English language teaching on Iranian House wives' emotional regulation. The results are shown in Table 7.

Table 5
Results of ANCOVA for emotional regulation

Source	SS	df	MS	F	P	Partial Eta Squared
Emotional regulation (pre-test)	۶۳۲.۴۵	۱	۶۳۲.۴۵	۲۷.۱۸	۰.۰۰۰۱	۰.۵۸

	SS	df	MS	F	P	
Group	۱۷۰.۹۴۶	۱	۱۷۰.۹۴۶	۷.۳۴۶	*0.001	۰.۱۴۶
Error	۱۳۲۶.۳۳	۵۷	۲۳.۲۶۹			

* significant at the 0.01 level.

As it is shown in the Table 5, the one-way ANCOVA results are significant (F= 7.346 p<0.01, ω^2 = 0.146). Based on Cohen's (1988) guidelines, this is a very large effect size.

6.2 Results of the second research question

To answer the second research question 'What is the effect of virtual English language teaching on Iranian House wives' anger control?', another one-way ANCOVA was run. The results are shown in Table 8.

Table 6

Results of ANCOVA for Anger Control

Source	SS	df	MS	F	P	Partial Eta Squared
Anger control (pre-test)	۲۰۲.۳۹	۱	۲۰۲.۳۹	۱۳.۷۰	۰.۰۰۰۱	۰.۴۶
Group	۱۱۰.۱۴۷	۱	۱۱۰.۱۴۷	۷.۵۴۶	*0.001	۰.۱۴۹
Error	۸۴۲.۰۶۱	۵۷	۱۴.۷۷۳			

As it is shown in the Table 6, the one-way ANCOVA results are significant (F= 7.456 p<0.05, ω^2 = 0.149). Referring to Cohen's (1988) guidelines, this is a very large effect size.

7. Discussion

This study was set out to answer three research questions. With regard to the first research question 'What is the effect of virtual English language teaching on Iranian House wives' emotional regulation?', the findings confirmed a significantly positive impact of virtual English language teaching on Iranian House wives' emotional regulation. To interpret this finding, it is worth noting that virtual English language teaching enhances House wives' self-regulation (Mohsen & Shafeeq, 2014; Yunus et al., 2013) and this leads to higher emotional regulation in them. Moreover, as a consequence of being exposed to virtual English language teaching, house wives feel a sense of agency in their life (Jan et al., 2017; Radia, 2019) that can contribute to increased emotional regulation among them. Another point worth arguing is that virtual English language teaching has the potential to reduce House wives' stress and anxiety and thus, empowers them in managing their emotions (Bracket et al., 2010). Furthermore, House wives' burnout feeling is likely to be decreased after exposure to virtual English language teaching (Mosleh et al., 2022), and a main byproduct of this link is enhanced emotional regulation in them (Ghanizadeh & Royaei, 2015). Another factor whose mediating role in the impact of virtual English language teaching on Iranian House wives' emotional regulation cannot be ruled out is House wives' self-efficacy that is strongly and negatively tied to anger control (Cheok et al., 2017; Fathi & Derakhshan, 2019). That is, House wives' self-efficacy is improved by virtual English language teaching and it helps them regulate their emotions more successfully.

This finding is consistent with the study by Barber et al. (2011) who found that virtual English language teaching enhances emotional regulation of learners. The same argument has been made in Dettori and Persico's (2014) study when they showed a significant improvement in learners' emotional regulation as a result of being taught using virtual English instruction. The same conclusion has been made by Nguyen and Ikeda (2015).

Concerning the second research question 'What is the effect of virtual English language teaching on Iranian House wives' anger control?', the outcomes of the study revealed the significant influence of virtual English language teaching on Iranian House wives' anger control. To justify this result, it cannot be missed that several negative emotions which are closely attached to anger including stress, anxiety and depression can be adversely affected by virtual English language teaching (Azmi et al., 2022; Mosleh et al., 2022; Shokoohi-Yekta et al., 2019). As a result, House wives' energy is saved to manage their anger level. Additionally, as rightly put by Alawiyah et al. (2019), any kind of training or education, regardless of its characteristics and parameters, has proved to give trainees a sense of well-being which plays a paramount role in strengthening them to manage their anger.

This finding is somehow in line with the achievements of the study by Abbasi et al. (2020), Ameen et al. (2019), and Mosleh et al. (2022) who stamped approval on the effectiveness of virtual training and teaching on management of anger. However, although the training provided in these two studies was virtual in shape, it was not concerned with English language.

Conclusion and Implications

From a general perspective, based on the results of this study, it can be concluded that virtual English language teaching has the potential to improve emotional well-being of the House wives. Evidence to this is higher emotional regulation, higher anger control among the House wives after enjoying virtual English language teaching. At a more specific level, it can be concluded that virtual English language teaching improves self-management of emotions, both negative and positive ones, potentially via dynamic mediating factors (e.g., motivation, sense of agency, autonomy, social consciousness, self-esteem, self-confidence, critical thinking, problem-solving, decision-making, self-regulation, stress, anxiety, etc.) whose close association with virtual English language teaching has been documented in the literature.

With a view to the close affinity between life quality and the level of emotions and affections such as emotional regulation, anger control, it can be postulated that virtual English

language teaching can be used in rejuvenating the missed freshness of life in today's World. To argue at a more comprehensive and vital level, taking the pivotal role of House wives in nurturing family members and future generations, the results are encouraging enough to hammer this belief in us that virtual English language teaching can revolutionize the fate of future generations.

It would be a pity not to say that when teaching English virtually at the primary level leads to such astonishing and promising findings, more transformative achievements can be expected from virtual teaching of English at higher levels when cultural issues come into play with their huge effects on individuals' character and spirit at different dimensions.

The results of this study can inform top-level educational authorities, social emergency administrators, and future researchers differently. Educational authorities can take enlightening insights from the findings and implement them to the benefit of society by, for instance, holding extra virtual English language teaching courses for mothers of students with low cost and inconvenience. Social emergency stakeholders can equip the centers with English classes held virtually using different platforms to empower abused and emotionally disturbed House wives. In addition, future ELT researchers can extend the scope of their research attempts by going beyond EFL students to investigate the potentials of virtual English language teaching for different vulnerable groups of society.

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