



The Effectiveness of Emotion Regulation Training on Emotional Adjustment and Test Anxiety among Female Dormitory Resident Students with Cultural Emphasis

Maryam Raeis Shahraki¹, Mohammad Shakarami^{2*}

1. M.A. Student, Department of Psychology, Faculty of Islamic Education, Isf.C, Islamic Azad University, Isfahan, Iran.

2- Assistant Professor, Department of Psychology, Faculty of Islamic Education, Isf.C, Islamic Azad University, Isfahan, Iran.

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Corresponding Author:
Mohammad Shakarami

Email:
mo.shakarami@iau.ac.ir

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Abstract

The aim of the present study was to investigate the impact of emotion regulation training using Gross's approach on emotional adjustment and test anxiety among female dormitory resident students with cultural emphasis. The statistical population included all female students aged 20 to 30 residing in dormitories at the Islamic Azad University of Isfahan during the 2023-2024 academic year. 40 participants who met the inclusion criteria were selected using convenience sampling and were randomly assigned to experimental and control groups (20 participants each). The research was designed as quasi-experimental study employed pre-test and post-test with a control group. Both groups were assessed using the Rabio et al. (2007) Emotional Adjustment Questionnaire and the Friedman & Jacob (1997) Test Anxiety Questionnaire in two stages: pre-test and post-test. The experimental group received emotion regulation training in eight 90-minute sessions, while no intervention was conducted for the control group. Data analysis using multivariate analysis of covariance revealed that emotion regulation training caused a significant difference between the experimental and control groups in the both research variables. Based on these findings, emotion regulation training using Gross's approach could be applied to improve emotional adjustment and reduce test anxiety among female dormitory resident students. Also, cultural transfer, socialization, skill enhancement, and personal growth are among the things that female dormitory resident students could gain through their interactions.



Extended abstract

Introduction: Test anxiety is one of the most common psychological challenges among university students, significantly affecting their academic performance, self-confidence, and overall quality of life. It refers to an emotional response to evaluative situations, often accompanied by worry, negative thoughts, and physical symptoms such as increased heart rate, sweating, or nausea. On the other hand, an important factor in coping with stressful situations is emotional adjustment. Individuals with high emotional adjustment are more capable of tolerating difficult situations, solving problems, and maintaining emotional balance. Living in dormitories—especially for female students—is often associated with major lifestyle changes, including separation from family, increased personal responsibilities, academic pressure, and challenges in residency social relationships. These conditions might intensify anxiety and decrease levels of emotional adjustment. Therefore, identifying effective strategies to support students in such situations is crucial. One of the most effective strategies is emotion regulation training, particularly as conceptualized in Gross's Process Model (2007). This model views emotion as a process that begins with attending to an emotional stimulus and continues through emotional response. At each stage, individuals can regulate their emotions using appropriate strategies. Emotion regulation training helps students gain better awareness of their feelings, apply more adaptive coping mechanisms, and avoid maladaptive emotional behaviors. Given that test anxiety and emotional adjustment in dormitory settings can significantly impact students' mental health, and considering that emotion regulation training can play a key role in reducing anxiety and enhancing adjustment, investigating the effectiveness of such training is of great importance. Therefore, the aim of the present study was to investigate the impact of emotion regulation training using Gross's approach on emotional adjustment and test anxiety among female dormitory resident students with cultural emphasis.

Method: The statistical population included all female students aged 20 to 30 residing in dormitories at the Islamic Azad University of Isfahan during the 2023-2024 academic year. 40 participants who met the inclusion criteria were selected using convenience sampling and were randomly assigned to experimental and control groups (20 participants each). The research was designed as quasi-experimental study employed pre-test and post-test with a control group. Both groups were assessed using the Rabio et al. (2007) Emotional Adjustment Questionnaire and the Friedman & Jacob (1997) Test Anxiety Questionnaire in two stages: pre-test and post-test. The experimental group received emotion regulation training in eight 90-minute sessions, while no intervention was conducted for the control group.

Results: Data analysis using multivariate analysis of covariance revealed that emotion regulation training caused a significant difference between the experimental and control groups in the both research variables. Based on these findings, emotion regulation training using Gross's approach could be applied to improve emotional adjustment and reduce test anxiety among female dormitory resident students. Also, cultural transfer, socialization, skill enhancement, and personal growth are among the things that female dormitory resident students could gain through their interactions.

Conclusions: The aim of this study was to examine the impact of emotion regulation training on emotional adjustment and test anxiety in female dormitory resident students.



The results indicated that emotion regulation training effectively increased emotional adjustment and reduced test anxiety in the students. These findings align with previous studies by Hook et al. (2020) and Moultrie et al. (2021). Emotion regulation training helps students better identify and manage their emotions, leading to a reduction in negative emotions and improvement in emotional responses. This process, in addition to reducing test anxiety, enhances resilience and emotional adjustment when facing stressful situations. Moreover, emotion regulation skills can help students respond to stressful situations with more thoughtfulness and awareness, rather than immediate and illogical reactions. Consequently, these trainings not only reduce test anxiety but also improve concentration and reduce physical and emotional symptoms of anxiety, such as heart palpitations and fear.

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