

Predicting Difficulties in Emotional Regulation with Emphasis on Social Intelligence in Students with Homesickness

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Abstract

The purpose of this study was to predict difficulties in emotional regulation with emphasis on social intelligence in girl students with homesickness. In this descriptive-correlational study, 270 students were selected randomly from among the junior students of the Malayer National University who were studying in the academic year of 2023-2024. Students responded to the Homesickness Questionnaire randomly out of whom 140 were diagnosed with homesickness. The research instrument consisted of Emotional Regulation Difficulty Questionnaire, Tromso Social Intelligence Questionnaire and Homesickness Questionnaire. For data analysis, descriptive and statistic indicators, Kolmogorov-Smirnov test, Pearson correlation coefficient and regression analysis were used. The results of Pearson correlation showed a significant relationship between emotional intelligence components such as emotional data processing and non-acceptance of emotional response ($p<0.05$.) There was also a significant relationship between social skills and engagement in goal-oriented behavior ($p<0.05$.) In general, the components of social intelligence were able to predict and affect difficulties in emotional regulation. According to the findings, it can be concluded that social intelligence and its components play a role in emotional regulation. As a result, emotional regulation can be an important factor in adapting individuals to stressors and in preventing subsequent complications.

Keywords: homesickness, difficulties in emotional regulation, social intelligence, students.

Introduction

Student period is one of the periods that every person may experience (Ratak, 1999). Moving to university can be an exciting new positive experience for many young people (Tisai et al., 2019). Some students are able to adapt themselves to new conditions by choosing a flexible approach and improve themselves against educational and cognitive changes. . However, some students also suffer from psychological

problems and fall academically due to reasons such as not being familiar with the university environment, separation and distance from family, lack of interest in the field of study, incompatibility with other people in the environment (Retak, 1999). Student life is a new situation that brings its own tensions for new students, one of which is the feeling of homelessness (Mousavi and Taherian, 2018).

Homesickness is a complex cognitive, motivational and special emotional state that is accompanied by frequent mental occupations about the previous environment and the desire to return to it, and is usually experienced with a depressed mood and various psycho-physical symptoms (Shall et al., 2011). The 10th revision of the International Classification of Diseases (2004) considers homesickness as a depressive-like reaction to leaving the familiar environment, which is characterized by recurrent thoughts about home and returning to the familiar environment. Researches have confirmed the existence of homesickness among British, Chinese, American, Turkish and Australian students (Fisher and Hood, 1987). Students who experience a sense of homelessness are more dissatisfied with studying in the university, and their academic problems and the probability of dropping out are 3 times higher than the normal population (Hassan and Shaver, 1998; Adolf et al., 2001). The feeling of alienation can lead to alienation, feeling embarrassed, lack of reassuring relationships, refraining from social communication and feelings of loneliness (Archerohamkaran, 1998; Demori and Karan, 2019) and is the basis for the possibility of anxiety, depression and drug use (Baschaner et al., 2020).) and is related to high-risk sexual behaviors (Tetara, 2018). The feeling of homelessness is a common phenomenon among students and has a negative relationship with general health and well-being indicators (Ben and Hamaran, 2010). Many researchers believe that most students who feel alienated are weak in the field of social interactions in terms of making contact and receiving support and do not act in an optimal way (Azais et al., 1991).

It seems that one of the components that can play a role in increasing or decreasing the feeling of homelessness is social intelligence. Social intelligence, as another type of intelligence that has been discussed in recent years and was first proposed by Thorndike, shows the individual capabilities and abilities that lead to getting along well with others and successful social relationships (Bradbury and Graus, 2008). This intelligence is the reason for our success in social communication and it is not acquired through education and study, although it can be cultivated during childhood and even adulthood (Hajizadeh, 2016). In the definition of social intelligence, we talk about a general class, that is, the human capacity to understand what is happening in the world and respond to it in an effective personal and social way (Golman and Boyatz, 2008). Carl Albert (2004)

considers social intelligence to be good with others and get their cooperation and believes that this intelligence includes awareness of situations and the system of social behavior that controls them and is a knowledge of interaction styles and strategies. which can help a person to achieve his goals in dealing with others. Awareness of situations and the system of social behavior controls people. It is also a certain amount of personal insight and awareness of one's feelings and reaction patterns, dealing well with others and gaining their cooperation, and knowledge of interaction styles and strategies, which can help a person achieve their goals in dealing with others. It is called social intelligence. Social intelligence is the ability to understand others and how they react in different social situations (Siora et al., 2001). From the point of view of Golman (2006), social intelligence is an emotional skill that is used to maintain close relationships in friendships, marriage or Job communication is necessary (Fajjar et al., 2023). These skills sprout in childhood and flourish throughout life (Golman, 1998). Hatch and Gardner (quoted by Golman, translated by Parsa, 2013) believe that people who have social intelligence have characteristics such as; They have group organization, negotiation to solve problems, personal relationships and the ability to sympathize and console others, social analysis, and inner knowledge and insight about the emotions, motivations, and interests of others. Social intelligence can change stubbornness and conflict by understanding and moving people towards their common goals. A basic understanding of social intelligence as a combination of skills through learned behaviors and then determining the effect of one's behavior on others is possible. A person's ability to gain psychological insight into the emotional world of others includes leadership, self-expression, and communication, and uses a person's empathic capabilities and communication skills to produce desirable social outcomes and constructive behavioral outcomes for themselves and others.

Another component, which is considered as an internal factor, is the regulation of emotions through which they stand in front of problems and choose the correct ways to deal with problems (Johnson et al., 2010). In fact, emotion regulation is basically related to the organization of behavior and allows people to control their behavior and react flexibly to the events that are happening around them (Shariat Bagheri et al., 1401). Controlling one's emotions is one of the most important skills that must be learned. Emotion regulation is a transdiagnostic and transtheoretical process that affects a wide range of forms of psychopathology from the perspective of diverse theoretical approaches and refers to activities that allow people to monitor, evaluate and adjust the nature and duration of emotional responses (Johnson and colleagues, 2010). Emotion regulation is defined as the process of initiation, maintenance, adjustment or change in the occurrence, intensity or continuity of inner feeling and emotion related to social-psychological and physical

processes in achieving one's goals (Golman, 1998, quoted by Parsa, 2013).). In fact, emotional regulation is not only the suppression of emotions, but a person should not always be in a calm and still state of emotional arousal. Instead, emotion regulation includes the processes of monitoring and changing a person's emotional experiences (Heidari Vaqbal, 2012). Exacerbation and neutralization of emotion have been proposed as two forms of emotional dysregulation. In the state of heightened emotion, emotions are experienced as unwanted, disturbing, helpless and problematic, such as what happens in people experiencing trauma. Neutralization of emotion can also include different experiences such as changes in one's nose or environment, isolation or emotional numbness. Emotional neutralization hinders emotional processing and is considered a part of avoidance coping style (Liu, 1990). Emotions have a high quality in such a way that they can cause positive or negative reactions in people (Gross, 1998). If they are appropriate to the situation and conditions, it causes a positive reaction, otherwise it causes a negative reaction, which is uncontrollable, severe and chronic, and leads to the possibility of psychological damage (Liu, 1990). Therefore, when emotions become intense or prolonged and are not compatible with the conditions, then their adjustment becomes necessary (Gross, 1999; quoted by Khormai, 2018). According to Hoffman and Kahn (2010), one of the most important abilities of humans is the ability to regulate and adapt their emotions according to the requirements of specific situations (Hoffman and Kaden, 2010). Davidson (2003) and Ekman (2003) also believe that emotional self-regulation has a kind of evolutionary adaptive role. Emotional self-regulation means the desire to control internal states, control impulses and behaviors and adapt it to the criteria to reach the goal (Davison, 2003; Ekman, 2003). Emotional self-regulation includes the processes through which people influence their emotions and how they express them (Hoffman and Kaden, 2010). Scott et al. (2001), in an extensive study, examined the relationship between social intelligence and interpersonal relationships. They concluded that people with high emotional intelligence had higher feelings of empathy and self-control in social situations, higher social skills, more cooperative responses, more close and loving relationships, and higher marital satisfaction. In fact, homesickness is an emotion that occurs after leaving home and is characterized by negative emotions, recurring thoughts about home, and physical symptoms (Van Tilburg, 1997). Students with a sense of homelessness, when faced with stressful factors, experience increased tension and anxiety and lose the ability to think and adapt in a constructive and useful way, and as a result, act very passively in the new environment (Brett, 1993). When students, especially girls, encounter new environments, they may show different emotional reactions, including daily changes (behavioral and appearance changes), reduced formal and informal

participation in social activities, Asymmetric warm and intimate relationships and exchanges , the feeling of loneliness, helplessness and despair, which are symptoms of social isolation (Chalabi and Kafi, 2004). On the other hand, students who do not adapt well socially, participate less in the social activities of the university and it leads to feeling more lonely. As a result, these people receive less social support and the opportunity to engage in social activities (Lindsey, 2006). The results of a research showed that although the feeling of homelessness in the sample group did not have a specific effect on their academic progress, it reduced students' evaluation of the university and student facilities (Ketroni and Banstill, 2021). In another study, the relationship between emotion regulation strategies and feelings of homelessness was investigated, and the results showed that students who use avoidant emotion regulation strategies are more exposed to experiencing feelings of homelessness (English et al., 2017).

It seems that social intelligence and its dimensions as a main factor in regulating and controlling emotions and shaping interpersonal relationships have a decisive role in feeling homesick (Zare and Aminpour, 2011). Therefore, the present research seeks to investigate whether social intelligence has a relationship with the difficulty of emotion regulation in female students of Malayer National University who have a sense of homelessness?

Research method

The research method is descriptive-correlation type and the sample size is 270 people, who were selected by a simple random method from among the first year female students of Malayer National University faculties who were studying in the academic year of 2022-2023, and the students were selected by census method. They answered the feeling of homelessness questionnaire. Then the homelessness questionnaire was distributed among the students, and then those who did not feel homelessness were excluded from the study. Also, if the subject answers the questions with more than one option or does not complete the questionnaires correctly, he will be removed from the research. Before distributing the questionnaires, the candidates were assured that the results of this research will not be of any benefit or harm to them, and the information obtained from this research will remain confidential, and if they are interested, they will be informed about the results of their work. They can write their e-mail address so that the result will be sent to their address after the work is finished. Among them, 140 female students were diagnosed with a sense of homelessness. For this purpose, after providing the necessary explanations regarding how to answer the questions

raised, Davtaliban was asked to answer the research questionnaires including the difficulty of emotion regulation questionnaire, the social intelligence questionnaire and the feeling of homelessness questionnaire. Research data were analyzed using descriptive and inferential statistics indicators such as Kolmogorov-Smirnov test, Pearson correlation

coefficient and step-by-step regression analysis and using SPSS19 software. The following tools were used in this research.

Homelessness Questionnaire: which has 30 statements on a five-point Likert scale ranging from never to very much and scored from 0 to 4 (Archer et al., 1998). The functional analysis of the questions distinguished two factors, attachment to home and dissatisfaction with the university. The reliability coefficient for the entire questionnaire through retesting is 0.75; Cronbach's alpha was obtained to determine the internal consistency of 0.8 (31). In the Iranian study of the psychometric properties of this tool, the Cronbach's alpha coefficient obtained for the factor of attachment to home was 0.90 and the factor of dissatisfaction with the university was 0.82. The correlation coefficient was 0.81 for the whole test, 0.83 for the home dependence factor, and 0.78 for the university dissatisfaction factor, which shows the acceptable retest reliability of this test (32).). Raja and Danz (2004) reliability coefficient for the whole questionnaire through retesting is 0.75; Cronbach's alpha to determine internal consistency was 0.8 (Yacoubi and Farhadi, 2016.)

Tromsø Social Intelligence Skills Scale: This scale was created by Silvera et al. (2001), which measures three areas of social intelligence, namely social information processing, social skills, and social awareness. This questionnaire consists of 21 items. In this questionnaire, respondents are asked to specify their opinions about each item on a 7-point scale. In the questions (1-20-19-18-17-14-10-9-7-6-3) I completely disagree, I disagree, I disagree to some extent, I have no opinion, I agree to some extent, I agree and I completely agree in the order of grades 1 to 7. It is intended and the rest of the items are graded in the opposite way. In this way, the minimum total score of the items of this tool is 21 and the maximum score is 147. The correlation coefficient for the whole scale is 60/. Obtained. The reliability coefficients for the subscales of social information processing, social skills, and social awareness were 81/81 respectively. 86/. and 79/. percent have reported (Rezaei, 2018). Difficulty in emotion regulation Gertz and Roemer (2004): This is a self-report item scale that was developed to assess the difficulty in emotion regulation from a clinical point of view. The items of this scale were collected and selected based on numerous conversations with colleagues familiar with emotion regulation texts. This questionnaire contains 36 items and 6 sub-scales. The subscales of this questionnaire include non-acceptance of emotional responses, difficulty engaging in purposeful behavior, difficulty controlling impulse, lack of emotional awareness, limited access to emotion regulation strategies, and lack of emotional clarity. This scale measures different aspects of emotional regulation. Questions 7, 6, 2, 1, 8, 10, 17, 20, 22, 24 and 34 have reverse scoring. The scale has a total score of the total number of questions and also 6 scores related to the subscales. The overall internal reliability is equal to 0.93 and for each subscale it is 0.85, 0.89, 0.86, 0.80,

0.88 and 0.84 respectively. It also has a significant correlation with the NMR scale and the Acceptance and Action Questionnaire (AAQ, Hayes et al.) (34). According to the internal reliability study conducted by Alavi, the total internal consistency was reported as 0.86. Azizi et al. (2008) also estimated the Cronbach's

alpha of this questionnaire at 0.92. The higher a person's score is, it will indicate low emotion regulation (Alavi et al., 2019).

Results

The table below shows the descriptive information of the research variables

Table 1: Descriptive index of emotional self-regulation and social intelligence

Variable	Average	The standard deviation
Failure to accept the emotional response	13/43	5/32
Difficulty engaging in goal-directed behavior	13/09	4/68
Difficulty controlling impulses	28/22	5/44
Lack of excitement	14/10	5/69
Limited access to emotion regulation strategies	14/03	4/22
Lack of clarity of emotion	16/33	6/84
Total score of emotion regulation difficulty	13/84	5/77
Social information processing	29/72	4/92
Social Awareness	29/81	5/37
social skills	29/73	5/47
Total score of social intelligence	87/06	9/61

In this study, the Kolmogorov-Smirnoff test was used to check the normality of the research variables. The results are shown in table (2).

Table (2) - Kolmogorov-Smirnov test results

Variable	Z	sig	متغير
social intelligence	0/327	0/619	It is normal
Difficulty regulating emotions	0/523	0/822	It is normal

Considering that the significance level of the test (Sig) in all the variables is more than 0.05, the claim of normality of the data is accepted and all the variables

have a normal distribution, so parametric tests can be used to check the hypotheses of the research .

Table (3): Correlation coefficient between emotion regulation difficulty and social intelligence components

Variable	Failure to accept the emotional response	Difficulty engaging in goal-directed behavior	Difficulty controlling impulses	Lack of emotional awareness	Limited access to emotion regulation strategies	Lack of clarity of emotion	Difficulty regulating emotions
Emotional information processing	-0/154	-0/204	-0/103	-0/015	-0/124	-0/122	-0/004
social skills	-0/042	-0/203	-0/045	-0/098	-0/188	-0/052	-0/153
Social Awareness	-0/191	-0/163	-0/307	-0/074	-0/207	-0/257	-0/172
Total score of social intelligence	-0/181	-0/152	-0/192	-0/009	-0/024	-0/102	-0/109

$P < 0.05$

The findings of table (3) show that there is an inverse and significant relationship between social information processing and the difficulty of engaging in purposeful behavior and the lack of social awareness. Also, there is an inverse significant relationship between social skills and lack of emotional clarity. In addition, there is an inverse significant relationship between social awareness and

non-acceptance of emotional response, difficulty in engaging in purposeful behavior, difficulty in impulse control, lack of emotional awareness, lack of emotional clarity, and the total score of emotional regulation difficulty. Based on the results obtained, there is an inverse and significant relationship between the total score of social intelligence and the difficulty of engaging in targeted behavior.

Table (4): Step-by-step regression analysis of emotional self-regulation and social intelligence components

Variable	Beta	Sig	R2
Social information processing	1/127	0/007	0/39
Social Awareness	1/112	0/001	0/21
social skills	1/021	0/001	0/45
Total score of social intelligence	1/523	0/005	0/41

According to the above table, it is concluded that among the components of social intelligence, social information processing has the highest weight in the regression coefficient. Of course, social awareness and social skills also play a significant role in predicting the variable of emotional self-regulation. The components of social intelligence (social information processing, social awareness, social skills) are significant at the 0.05 level, which shows that social information processing, social awareness and social skills have 0.39, 0.21 and 0.45 shared variance with have emotional self-regulation, or in other words, these components predict a total of 0.41 of the variance of emotional self-regulation. Considering that social skills predict 0.45 of the variance of emotional self-regulation, as a result, they have the largest share in Explaining the variance of emotional self-regulation, among other components of social intelligence.

Discussion

With the entry into the industrial society and the specialization of jobs and the creation of universities, many people leave their families every year with the intention of entering the university. In addition to the advantages and pleasant consequences, this issue also has stressful consequences (Ratak, 1999) because by accepting non-native students in universities, a place called a dormitory is created, and this migration demands a different kind of life. which is the change in people's lifestyle. Living in the dormitory itself brings a lot of stress because the student has to adapt to the new situation which is different from the previous situation (Khoshdel Daryasri et al., 2018). adapt to new conditions and improve themselves in the face of educational and cognitive changes. However, some students also suffer from psychological problems and fall academically due to reasons such as not being familiar with the university environment, separation and distance from family, lack of interest in the field of study, incompatibility with other people in the environment (Retak, 1999). Student life, especially for new students, brings its own tensions, including the phenomenon of feeling of homelessness, which is the result of physical changes (change of geographical location), biological (new food conditions), cultural

and communication, psychological changes, as well as changes in values, ability are motivations and feedbacks (Thurber and Walton, 2007). Therefore, the set of these changes can lead to severe stress in the person, upset the balance between internal resources and external demands and create or intensify the feeling of homelessness. Although experiencing a degree of homelessness is considered an innate and normal response to leaving home and family, but if its intensity exceeds a certain limit, people will not be able to adapt to the new environment and will show symptoms such as loneliness and depression. Fisher and Hood, 1988; and 5). Being away from home and family, on the one hand, and the pressures of the new environment, on the other hand, affect a person's behavior and productivity and cause a feeling of homelessness (Fisher and Hood, 1987; Thurber and Walton, 2007). Multiple personality factors are effective on the feeling of foreignness. For example, people dependent on others (Elivash and Lee, 2006) and people with low self-esteem and introverted people have less flexibility and courage and are more prone to feeling foreign.

Fisher (1988) has drawn several hypotheses about the ways in which homesickness typically affects people away from home. According to the concept of discontinuity, in order to live in a new environment, a person needs to acquire important adaptations to the environment immediately or in the near future. The long process of adaptation creates fear, anxiety and depression in people and greatly hinders their professional and social success (38). You have been more likely to have a wicked scholar who is a lack of social skills in the field of lack of social skills, in the field of extension, and in the process of lack of social skills. There are now weaknesses, so they cannot act in a favorable manner and fail (Esais et al., 1991). These people often face problems in performing social activities, participating in groups and controlling the environment (Mirzavand et al., 1400) and when dealing with stressors, they experience a lot of restlessness and anxiety, and the power of thinking and adaptability is reduced. productive and useful and as a result they act very passively in the new environment (Ben et al., 2003). Rahimi et al. (1401) found in a

research that social intelligence has an inverse and significant effect on social isolation. This means that students who have higher social intelligence have higher skills in communicating and entering the community and avoiding social isolation. In fact, social intelligence helps students to establish better communication with professors, classmates and others, and to have the ability to understand and effectively manage their life and environment, and they are able to make others feel comfortable and happy around them. (Baron et al., 2004).

Mohammadian Hossein Abadi (1385) also reached this conclusion in a research that those who have low emotional intelligence, due to communication problems and lack of adaptation which is caused by the same weakness of emotional skills, in social skills or better in social intelligence, with More problems are encountered. Theoretical models also consider efficient cognitive regulation of emotion to be related to positive health outcomes, effective communication, and better academic and work performance (Fisher and Hood, 1988).

According to the findings of the present research, there is a relationship between social intelligence and its components such as social information processing, social awareness and social skills with emotion self-regulation, and there is an inverse and significant relationship between the total score of social intelligence and the difficulty of engaging in purposeful behavior. Therefore, social intelligence is one of the causes of difficulty in emotion regulation, and the lower the social skills in people, the difficulty in emotion regulation increases. Therefore, a person who has high social intelligence can increase emotional self-regulation and then establish favorable relationships in society.

It is worth mentioning that the higher the difficulty in regulating emotions, the lower the regulation of emotions in a favorable and appropriate way. Several theorists argue that people who cannot effectively manage their emotional responses to everyday events experience longer and more intense periods of helplessness that may lead to diagnosed depression or anxiety. (Bracket and Salvi, 2004; Menin et al., 2007). Saxina (2011, quoted by Noorbakhsh, 1401) believes that people with insufficiency in emotion regulation avoid interpersonal conflicts and do not make any effort for their negative emotions (sadness, anger and hatred), suppress them and flexibly They respond less flexibly to environmental events. Also, they are not able to arouse themselves and experience many negative emotions.

Psychological factors also have a significant impact on this; Because emotional self-regulation is an important factor in people's adaptation and interpretation in front of an incident. As Gross (1999) says: emotion regulation strategies that are activated before an incident occurs play an important role in controlling the negative emotion of events, because they interpret the event in a way that reduces negative emotional responses. Research shows that people's differences in the use of different cognitive emotion regulation styles

cause different emotional, cognitive and social consequences, such that the use of reappraisal styles is related to positive emotions and better interpersonal functions and high well-being (Nolen et al., 2007). This means that if a human being deals with a stressful problem, according to the cognitive-emotional styles, he can deal with that stress in a logical way and ultimately not cause personal and social damage.

The results of Mahdavi Nisiani et al.'s research (2016) showed that there is a significant relationship between social intelligence and emotion regulation styles; In such a way that there is a positive and meaningful relationship between social intelligence and cognitive styles of adaptive emotion regulation, that benefiting from high social intelligence, such as using high social skills, has a positive relationship with cognitive styles of adaptive emotion regulation, such as acceptance and refocusing. has it; This means that a person with high social awareness first accepts the incident or emotion and then solves it using social skills. And there is a negative and significant relationship between social intelligence and incompatible emotion regulation styles. Also, Mahdavi Nisiani et al. (2016) in another study concluded that there is a significant relationship between cognitive styles of maladaptive emotion regulation, especially catastrophizing and rumination, and social intelligence components such as social information processing, social awareness, and social skills. There is (Mahdavi Nisiani et al., 2016). Scott et al. (2001) concluded that people with high emotional intelligence in social situations have a higher sense of empathy and self-control, higher social skills, and more cooperative responses (Scott and Hemaran, 2001). Also, the results of the research of Sabri and Khoshbakht (2013) indicated that by improving emotional intelligence, it is possible to increase social adaptation in students to some extent. Since emotional regulation has a central role in normal development and weakness in it is considered an important factor in creating mental disorders, theorists believe that people who are not able to properly manage their emotions in the face of everyday events are more Diagnostic symptoms show internalizing disorders such as depression and anxiety (Nolen et al., 2007), which lead to increased feelings of homelessness and the severity of its consequences. Therefore, it can be said that emotion regulation is a key and determining factor in psychological well-being and effective functioning (Garnefski et al., 2001), which plays an essential role in adapting to life's stressful events (Nolen et al., 2007), and it can be concluded that emotional regulation by reducing the feeling of alienation and negative emotions and thoughts will help the academic status of these students and reduce their academic failure.

According to the results of the current research, which showed that social intelligence and its components can play a role in emotional regulation in Malayer University students, it can be concluded that emotional regulation can be an important factor in people's adaptation to stressors and in preventing the occurrence of Behavioral abnormalities during student

life and paying more attention to their health and mental health will be effective. These results emphasize the necessity of setting up psychiatric clinics and designing programs for empowerment and development of social intelligence, as well as providing group psychological services by counselors and educational specialists to

students upon entering the university. Therefore, a combination of educational programs along with expanding the access methods of social intelligence dimensions and teaching how to deal with the desired regulation of emotions can effectively help to reduce the sense of homelessness of students .

It is worth noting that the current research was faced with some limitations, including that this research was conducted only on the community of female students, and caution should be taken in generalizing the results. The tool for collecting information was a questionnaire, and since the questionnaire examines and evaluates the students' personal opinions and beliefs, it was not possible to apply strict control over the honesty and correctness of the subjects' answers to the questionnaire questions. It is also possible to point out the lack of control of some variables such as the emotional, economic and social status of the family .

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