

## Restricted Emotion and its Relationship to Suicidal Ideation in Adolescents

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### **Abstract**

*The current study aimed to determine whether there is a correlation between restricted emotion and suicidal thinking among adolescents in secondary and preparatory schools in the city of Baghdad and the significance of the difference according to the gender variable (males-females). The researcher relied on the theoretical model of gender role conflict by O'Neil to build the restricted emotion scale. The number of paragraphs of the scale was (17) paragraphs in its final form. The scale was applied to a sample of (400) adolescents in preparatory schools, where the sample was selected randomly. As for suicidal thinking, the researcher adopted the scale (Ali, 2023), which is based in its psychological content on the theory adopted by Beck (1979).*

*The number of paragraphs of the scale was (28) paragraphs in its final form. The scale was applied to the same sample of adolescents in preparatory schools, where the sample was selected randomly, as it was distributed into three areas that were divided into (suicide at the level of desire) (suicide at the level of perception), (suicide at the level of Implementation), and the researcher extracted the indicators of validity and reliability for the two scales in two ways, as the reliability coefficient by the Cronbach's alpha for the restricted emotion scale reached (0.73) and by the retest method it reached (0.91).*

*After collecting the data and processing it statistically, the results appeared as follows: The presence of restricted emotion and there were statistically significant differences in the gender variable in favor of males in restricted emotion. The reliability coefficient for suicidal thinking by the Cronbach's alpha method reached (0.89) and by the retest method (0.87). After collecting the data and processing it statistically, the results appeared as follows: There is no suicidal thinking among the sample members and there were statistically significant differences in the gender variable in favor of males.*

*To complete the research procedures, the researcher came up with a set of recommendations and suggestions*

**Keywords:** restricted emotion; suicidal thinking; adolescents.

## Introduction

Experiencing a full range of emotions, and the highs and lows, is essential to human existence, and adolescence is a crucial transitional period in an individual's life, where he witnesses great physical, mental and psychological growth, no individual is devoid of emotion, as it accompanies him throughout his life. Some express it clearly and understand how to express their feelings, and there are those who have difficulty expressing their emotions.

This is what is called a restricted emotion, meaning that the individual faces difficulty and fears about expressing his feelings and does not have the ability. A restricted emotion may lead to other problems such as depression, anxiety, tension and anger, as well as a disturbance in emotional regulation and leads to the use of physical aggression. All of this is due to the inability to understand feelings and express them correctly, (Brebner, 1998, p. 279), and the pressures imposed by parents and teachers in schools on adolescents to restrict feelings and not express them, which leads to psychological distress in the student, and the more the feelings are restricted, the greater the problem becomes and becomes big.

Among the problems that may result from a restricted emotion is thinking Suicidal (O'Neil et al. 1995), Suicide is considered one of the many problems facing our society, and the actual attempt or planning of suicide is preceded by suicidal thoughts or suicidal ideas, academic pressures and strict socialization play a major role in provoking thoughts about killing oneself (You Z, et al, 2017). The psychological state is also a very strong determining factor in whether an individual will develop suicidal thoughts or not, and bullying, financial instability, family problems, and others can be the reason for generating suicidal thoughts (Trout, D.L., 1980, p: 3), as an individual who cannot understand himself and his feelings cannot communicate with others and is a danger to himself and his life or may be a danger to others (Beautrais, 2001, p. 3).

### Research objectives

The current research aims to identify:

- 1.Restricted emotion among adolescents in the city of Baghdad .
- 2.Differences in restricted emotion among adolescents according to the gender variable (males-females).
- 3.Suicidal thinking among adolescents in the city of Baghdad.
- 4.Differences in suicidal thinking among adolescents - according to the gender variable (males-females).
- 5.Correlation between restricted emotion and suicidal thinking among adolescents.

### Research Methodology

The methodology of the current study can be briefly described in the following points:

- The current research adopted the descriptive correlational approach in the process of data collection and analysis,
- Data and information were collected from theoretical and practical research,
- Variables and tools were determined through the literature and previous studies, and the sample was randomly selected from middle and high school students consisting of 400 male and female students,
- The restricted emotion scale was constructed based on O'Neill's definition and the theoretical model (gender

role conflict) and consisted of 20 paragraphs and 3 alternatives, and the suicidal ideation scale of (Ali, 2023) was adopted based on Aaron Beck's theory and consisted of 30 paragraphs and 3 alternatives.

Many studies have been conducted that dealt with restricted emotion using O'Neill's (1986) gender role conflict model, the theoretical foundations of restrictive emotion for both sexes were found in the gender role strain model (Pleck, 1981). To best understand the gender role strain model, a distinction is made between gender roles and gender roles. Gender roles are specific behaviors related to one's biology. In contrast, gender roles are behaviors that men and women enact based on socially constructed notions of femininity and masculinity. Thus, gender roles for both males and females are not based on biology, but are constructions created by social forces such as the media, parents, peers, and teachers (Pleck, 1981; 1995).

Through the process of gender role socialization, males and females are influenced by societal expectations of what is and is not acceptable behavior and attitude. It is proposed that gender role learning occurs through reinforcement; for example, parents may shame their children for expressing feelings of vulnerability, such as sadness or fear (Levant, 2001). Importantly, the gender role stress model suggests that gender roles are not only socially constructed but are also often problematic for both men and women. Brooks and Good (2001) summarized a number of key assumptions of this perspective:

- Gender role norms are often inconsistent and contradictory.
- A high proportion of gender role norms are frequently violated.
- Social condemnation and stressful psychological consequences often follow role violations.
- Many of the characteristics and behaviors prescribed by gender role norms are psychologically dysfunctional.

The primary consequence of gender role socialization is that men develop a fear of appearing feminine and women develop a fear of appearing masculine (O'Neill, 1981b). As a result of this fear, men are thought to overconform to traditional masculine roles as a coping strategy, and most women tend to conform to traditional feminine roles to fit into the society in which they live (Pleck, 1981). He proposed that men and women typically experience gender role conflict in six separate contexts when they:

- (1) deviate from or challenge masculine and feminine gender role norms; (2) fail to meet masculine and feminine gender role norms;
- (3) experiencing inconsistencies between their actual and ideal self-concepts based on gender role stereotypes;
- (4) experiencing personal devaluation, restriction, or violation of themselves;
- (5) experiencing personal devaluation of work or restrictions or violations of others; and,
- (6) experiencing personal devaluation, restriction, or violation of others; due to gender role stereotypes. O'Neil and colleagues hypothesized that traditional gender role socialization provides conflicting and unrealistic messages that lead to significant intrapersonal and interpersonal conflict (O'Neil, et al., 1995, p;13). In a study conducted by researchers Rochlen, Land & Wong (2004) on male emotional restraint and Internet assessments versus face-to-face counseling, they considered emotional restraint as part of gender role conflict, and emotional restraint is based on two main considerations:

First, the emotional restraint dimension led to the strongest relationships with psychological distress and negative attitudes to seeking help, and thus, this construct appears to be particularly useful in detecting men who may suffer from a range of psychological problems accompanied by a relative lack of interest in using

counseling services.

Second, emotional inexpressiveness in men has been a common but controversial issue that has not been sufficiently researched in the context of therapy. Although many scholars have suggested that men tend to be emotionally inexpressive because they are unaware of what they are feeling, others have hypothesized that emotionally inexpressive men tend to not express their feelings. Not revealing their feelings; Because they choose not to do so, not because they are unable to do so.

The latter explanation raises the possibility that men who are unable to express themselves may be more willing to express their feelings in an environment that they perceive as less psychologically threatening (Good & Fischer, 1997, p. 192). Gratz & Roemer (2004) indicated that there are several reasons that may lead to restricted emotion, including lack of awareness, understanding, and acceptance of emotions. In this case, the individual is unable to understand himself and his feelings and is unable to distinguish and understand the feelings of others, and limited access to adaptive strategies to modify the intensity and duration of emotional states.

Lack of access to strategies may lead to difficulty in dealing with emotions, which may lead to some psychological illnesses such as: depression, anxiety, tension, isolation, and unwillingness to experience emotional feelings, distress even in striving to achieve desired goals. That is the individual's fear of rejection or shame leads to the individual's hesitation in expressing his feelings because he fears that others will reject him or feel ashamed of him, in addition to the inability to control behavior in the presence of emotional distress. Here, the individual feels uncomfortable when expressing his feelings, and also for social upbringing the environment in which one lives plays an important role in restricting emotion. The individual may learn to suppress his feelings through his early experiences. (Gratz & Roemer, 2004).

As for suicidal thinking, Aaron Beck's theory was used. Beck believes that people who have psychological problems often engage in distorted thinking that is ineffective, and the aim of the theory is to find patterns of rational and logical thinking (Abu Asaad et al., 2009, pp. 228). Beck sees that some ideas are characterized by being absolute, broad, broad, and then extreme. According to him, people are bound in their lives by laws (hypotheses or equations), and they get into trouble when they resort to interpretation based on a set of laws and principles that are not realistic, or when they use these principles in an extreme and inappropriate way, or they are determined to live according to principles that may lead them to misery and wretchedness (Corey, 2011, p. 37).

Cognitive theorists see that any situation consists of several stimuli, but the individual selects certain stimuli and organizes them into a pattern and perceives them within a certain unit; hence the script arises; the script is the basis for coordinating environmental variables and information into templates that have a verbal cognitive dimension, although individuals perceive the same variable in different ways according to the variables of the situation or circumstances, but individuals who think about suicide fall under the influence of negative scripts and tend to be stable in their methods of perception and response to variables even with the difference in the circumstances surrounding the variable each time (Beck, 2000, p. 101).

The individual feels despair that drives him to get rid of his life by committing suicide when he realizes the situation and interprets it as involving loss or defeat. He selectively focuses on information and experiences that match his negative formulas about himself, the world, and the future, as his perceptions revolve around the axes of failure and the negative outlook on life and the future, and the feeling of inferiority and despair, and the loss of hope in what he says about suicidal thought (Al-Maghribi 2015, p. 229).

Beck defined suicidal thinking as a pattern of negative patterns of thinking, and it can be conceived as a detailed reality of a force that includes the individual's intention, thinking, or integration into the desire to commit suicide, as the extent or intensity of this desire varies from mere passing thoughts in the individual's mind to broad ideas, reaching detailed planning for suicide and carrying out the operation, or it may be incomplete attempts that are discovered intentionally; For the purpose of drawing the attention of others to it, or it may be intentional and complete, leading to death and the individual being saved at the last moments. Beck concluded that thinking about suicide is the result of a cognitive trinity, which is:

1. Negative self-perception: The individual perceives suicide as a solution to his problems and a way out of an unhappy life due to the individual forming negative attitudes towards him and describing himself as helpless, hateful, and feeling psychologically lonely.
2. Negative interpretation of events and the world: That is, thoughts are more urgent and clear when thinking about suicide; because the individual focuses on the negative aspects and ignores the positive aspects and feels a loss of the meaning of life and expects failure and disappointment when undertaking life experiences.
3. Nihilistic view of the future: This is when suicidal thoughts reach an unbearable level; because the individual views the future with fear, pessimism, and unhappiness in the future, and they expect deprivation and defeat forever, and the individual feels unbearable sadness and psychological pain.

The concepts of Beck's theory (1979) were employed in suicidal thinking in several studies and literature. For example, Al-Shammari et al. (2019) employed the concepts of suicidal thinking according to Beck's theory and identified three areas for it: -

- 1- Suicide at the level of desire: It is the desire to end life and the absence of reasons that require continuing it.
- 2- Suicide at the level of imagination: It is the tendencies that express the intention to commit suicide through writing, drawing, watching, and talking about suicide.
- 3- Suicide at the level of implementation is everything related to the continuity of thinking and planning for suicide and notifying others of that. (Al-Shammari et al., 2019, p. 51).

**Research community:**

The current research includes adolescents from middle and secondary school students of the General Directorates of Education in Baghdad City in government schools for the academic year (2024\_2023), males and females, whose number is (1,042,164) male and female students, as the number of males reached (525,552) students, representing 50.428%, while the number of female students was (516,612) students, representing 49.571%, as shown in Table (1);

Table (1)

Distribution of research community members, according to the number of male and female students in the directorates of Baghdad city.

Total	Female	Male	Education	Educational Institution
117025	55573	61452	First Karkh	Al Karkh

194646	98707	95939	Second Karkh	
136523	66874	69649	Third Karkh	
172803	87579	85224	First Rusafa	
288174	143319	144855	Second Rusafa	Rusafa
132993	64560	68433	Third Rusafa	
1042164	516612	525552	Total	

**Research sample:**

The current research sample consists of (400) adolescents distributed among school students in the city of Baghdad for the academic year (2023/2024), and selected in a stratified random sample from the Baghdad Education Directorates. It is an equal sample of males and females. Table (2) shows the research sample.

Table (2)

Sample members of school students according to the gender variable

Total	gender variable		Educational Institutions
	female	male	
60	30	30	First Karkh
60	30	30	Second Karkh
100	50	50	Third Karkh
60	30	30	First Rusafa
60	30	30	Second Rusafa
60	30	30	Third Rusafa
400	200	200	Total

**Research Tools:**

Each topic has a suitable tool, and in an effort to achieve the objectives of the current research, the researcher built the restricted emotion scale and adopted the suicidal ideation scale, as the restricted emotion scale in its initial form consisted of 20 paragraphs and the suicidal ideation scale consisted of 30 paragraphs. After presenting the two scales to the arbitrators, the restricted emotion paragraphs remained as they were, but the suicidal ideation paragraphs became 28 paragraphs. The researcher applied the two scales to the sample at the

same time. After conducting the statistical analysis of the data obtained through the individuals' answers to the scale questions, the results were as shown in the following tables:

**Table (3)**

Discriminatory power of the restricted emotion scale paragraphs using the two-party group method

<b>Sig.</b>	<b>Calculated t-test</b>	<b>Standard deviation</b>	<b>Arithmetic Mean</b>	<b>The Group</b>	<b>Parag. No.</b>
<b>Sig.</b>	7.207	5.4687	2.6667	<b>Higher</b>	<b>1</b>
		5.8539	2.1111	<b>Lower</b>	
<b>Sig.</b>	8.216	6.3222	2.5463	<b>Higher</b>	<b>2</b>
		7.0723	1.7963	<b>Lower</b>	
<b>Sig.</b>	5.414	7.7137	1.7222	<b>Higher</b>	<b>3</b>
		5.0918	1.2407	<b>Lower</b>	
<b>Sig.</b>	8.681	5.4687	2.6667	<b>Higher</b>	<b>4</b>
		7.1205	1.9167	<b>Lower</b>	
<b>Sig.</b>	11.782	6.0308	2.6389	<b>Higher</b>	<b>5</b>
		6.6582	1.6204	<b>Lower</b>	
<b>Sig.</b>	11.092	5.6577	2.5833	<b>Higher</b>	<b>6</b>
		6.9164	1.6296	<b>Lower</b>	
<b>Sig.</b>	4.638	7.5893	2.1481	<b>Higher</b>	<b>7</b>
		6.1220	1.7130	<b>Lower</b>	
<b>Sig.</b>	6.814	8.3266	2.1296	<b>Higher</b>	<b>8</b>
		6.3147	1.4444	<b>Lower</b>	
<b>Sig.</b>	7.828	7.0133	2.3519	<b>Higher</b>	<b>9</b>
		7.2392	1.5926	<b>Lower</b>	
<b>Sig.</b>	11.124	7.2122	2.3241	<b>Higher</b>	<b>10</b>
		5.8004	1.3333	<b>Lower</b>	
<b>Sig.</b>	10.730	6.3530	2.6296	<b>Higher</b>	<b>11</b>
		7.3105	1.6296	<b>Lower</b>	
<b>Sig.</b>	8.866	4.7030	2.7222	<b>Higher</b>	<b>12</b>

		7.1689	1.9907	<b>Lower</b>	
<b>Non-Sig.</b>	7.39	7.3123	2.2685	<b>Higher</b>	<b>13</b>
		7.4204	2.1944	<b>Lower</b>	
<b>Sig.</b>	8.936	6.3386	2.5093	<b>Higher</b>	<b>14</b>
		7.1888	1.6852	<b>Lower</b>	
<b>Sig.</b>	12.818	4.6026	2.7778	<b>Higher</b>	<b>15</b>
		7.5688	1.6852	<b>Lower</b>	
<b>Sig.</b>	4.759	6.7512	2.5463	<b>Higher</b>	<b>16</b>
		8.5799	2.0463	<b>Lower</b>	
<b>Sig.</b>	10.670	5.5465	2.6944	<b>Higher</b>	<b>17</b>
		7.5636	1.7315	<b>Lower</b>	
<b>Non-Sig.</b>	1.689	7.3783	2.2500	<b>Higher</b>	<b>18</b>
		7.1205	2.0833	<b>Lower</b>	
<b>Sig.</b>	9.397	5.1155	2.6667	<b>Higher</b>	<b>19</b>
		7.2934	1.8611	<b>Lower</b>	
<b>Non-Sig.</b>	1.000	7.6274	2.2500	<b>Higher</b>	<b>20</b>
		7.3389	2.1481	<b>Lower</b>	

From observing Table (3), we find that all paragraphs are statistically significant at a degree of freedom of (214), a significance level of (0.005), and a tabular value of (1.96). It is clear that all calculated T-values are greater than the tabular T-values, except for the following paragraphs (13, 18, 20), which were not distinctive.

**Table (4)**

Discriminatory power of the paragraphs of the suicidal thinking scale using the two-party group method

<b>Sig.</b>	<b>Calculated t-test</b>	<b>Standard deviation</b>	<b>Arithmetic Mean</b>	<b>The Group</b>	<b>Parag. No.</b>
<b>Sig.</b>	<b>14.269</b>	<b>6.4684</b>	<b>2.4537</b>	Higher	<b>1</b>
		<b>5.0841</b>	<b>1.3241</b>	Lower	
<b>Sig.</b>	<b>11.940</b>	<b>6.9929</b>	<b>2.3426</b>	Higher	<b>2</b>
		<b>5.5784</b>	<b>1.3148</b>	Lower	

Sig.	14.954	6.8130	2.3889	Higher	3
		4.3948	1.2222	Lower	
Sig.	11.870	7.1641	2.3611	Higher	4
		5.1727	1.3519	Lower	
Sig.	14.702	7.1888	2.3148	Higher	5
		3.9059	1.1574	Lower	
Sig.	8.520	7.5453	2.3611	Higher	6
		6.4684	1.5463	Lower	
Sig.	15.532	7.1399	2.4352	Higher	7
		4.3553	1.1852	Lower	
Sig.	8.091	5.8686	2.5370	Higher	8
		6.0709	1.8796	Lower	
Sig.	6.753	6.2562	2.3981	Higher	9
		5.8265	1.8426	Lower	
Sig.	6.671	6.9489	2.3889	Higher	10
		6.0773	1.7963	Lower	
Sig.	13.054	8.0685	2.3241	Higher	11
		4.1351	1.1852	Lower	
Sig.	17.661	6.6172	2.5370	Higher	12
		4.1131	1.2130	Lower	
Sig.	11.781	7.7785	2.2593	Higher	13
	11.781	4.6577	1.2315	Lower	
Sig.	3.172	3.01311	2.6204	Higher	14
		5.5784	1.6852	Lower	
Sig.	7.207	8.0669	2.1481	Higher	15
		6.5857	1.4259	Lower	
Sig.	8.253	7.3883	2.4259	Higher	16

		6.7799	1.6296	Lower	
<b>Sig.</b>	<b>8.728</b>	<b>8.2325</b>	<b>2.2963</b>	Higher	<b>17</b>
		6.2955	1.4259	Lower	
<b>Sig.</b>	<b>10.121</b>	<b>8.0733</b>	<b>2.2407</b>	Higher	<b>18</b>
		5.1986	1.3056	Lower	
<b>Sig.</b>	<b>7.485</b>	<b>7.1598</b>	<b>2.4630</b>	Higher	<b>19</b>
		7.0207	1.7407	Lower	
<b>Sig.</b>	<b>8.325</b>	<b>6.4791</b>	<b>2.5278</b>	Higher	<b>20</b>
		6.9183	1.7685	Lower	
<b>Sig.</b>	<b>10.703</b>	<b>7.5756</b>	<b>2.0741</b>	Higher	<b>21</b>
		4.1351	1.1852	Lower	
<b>Sig.</b>	<b>15.247</b>	<b>7.3624</b>	<b>2.3333</b>	Higher	<b>22</b>
		3.4744	1.1389	Lower	
<b>Sig.</b>	<b>13.015</b>	<b>7.6235</b>	<b>2.1296</b>	Higher	<b>23</b>
		3.0386	1.1019	Lower	
<b>Sig.</b>	<b>11.352</b>	<b>7.8862</b>	<b>2.0648</b>	Higher	<b>24</b>
		3.5435	1.1204	Lower	
<b>Sig.</b>	<b>10.524</b>	<b>8.1027</b>	<b>2.0833</b>	Higher	<b>25</b>
		3.8253	1.1759	Lower	
<b>Sig.</b>	<b>12.644</b>	<b>7.5550</b>	<b>2.0926</b>	Higher	<b>26</b>
		3.0386	1.1019	Lower	
<b>Sig.</b>	<b>11.001</b>	<b>8.2173</b>	<b>2.0833</b>	Higher	<b>27</b>
		3.4744	1.1389	Lower	
<b>Sig.</b>	<b>14.100</b>	<b>7.2410</b>	<b>2.2870</b>	Higher	<b>28</b>
		3.8253	1.1759	Lower	

From observing Table (3), we find that all paragraphs are statistically significant at a degree of freedom (214), a significance level (0.005), and a tabular value (1.96). It is clear that all calculated T-values are greater than the tabular T-values. The internal consistency method was used for both scales.

The scale should be characterized by paragraphs that coordinate the answers to them because they all measure the same function or phenomenon and the meaning of their consistency is that they do not contradict but agree in their measurement of what the scale measures (Faraj, 2007, p. 283). The relationship of the paragraph to the total score of the scale was extracted, and the tables show this:

Table (5)

The relationship of the paragraph to the total score of the restricted emotion scale

Sig.	Correlation Value	Parag.	Sig.	Correlation Value	Parag.
Sig.	0,489	11	Sig.	0,322	1
Sig.	0,432	12	Sig.	0,418	2
Non-Sig.	0,055	13	Sig.	0,282	3
Sig.	0,435	14	Sig.	0,434	4
Sig.	0,533	15	Sig.	0,548	5
Sig.	0,271	16	Sig.	0,502	6
Sig.	0,515	17	Sig.	0,250	7
Sig.	0,106	18	Sig.	0,363	8
Sig.	0,469	19	Sig.	0,420	9
Non-Sig.	0,029	20	Sig.	0,466	10

From observing Table (7), we find that paragraph No. (20,13) is not statistically significant, and the final result of the paragraphs was (18) paragraphs.

Table (6)

The relationship of the score of each paragraph to the total score of the field to which it belongs

Sig.	Correlation Coefficient	Field	Parag	Sig.	Correlation Coefficient	Field	Parag	Sig.	Correlation Coefficient	Field	Parag
Sig.	0,675	Implement	21	Sig.	0,543	imagine	11	Sig.	0,731	Wish	1

Sig.	0,767	Implement	22	Sig.	0,585	imagine	12	Sig.	0,712	Wish	2
Sig.	0,760	Implement	23	Sig.	0,566	imagine	13	Sig.	0,735	Wish	3
Sig.	0,777	Implement	24	Sig.	0,514	imagine	14	Sig.	0,665	Wish	4
Sig.	0,723	Implement	25	Sig.	0,537	imagine	15	Sig.	0,690	Wish	5
Sig.	0,778	Implement	26	Sig.	0,563	imagine	16	Sig.	0,514	Wish	6
Sig.	0,640	Implement	27	Sig.	0,546	imagine	17	Sig.	0,689	Wish	7
Sig.	0,718	Implement	28	Sig.	0,587	imagine	18	Sig.	0,498	Wish	8
				Sig.	0,516	imagine	19	Sig.	0,420	Wish	9
				Sig.	0,445	imagine	20	Sig.	0,511	Wish	10

Reliability coefficient:

The reliability coefficient for the two variables, restricted emotion and suicidal thinking, was extracted using two methods (Cronbach's and retest), and the result was as shown in the following tables;

**Table (7)**

Reliability coefficients

Suicidal ideation		Restricted emotion	
0.89	Cronbach's alpha	0,73	Cronbach's alpha
0,87	Test Revision	0,91	Test Revision

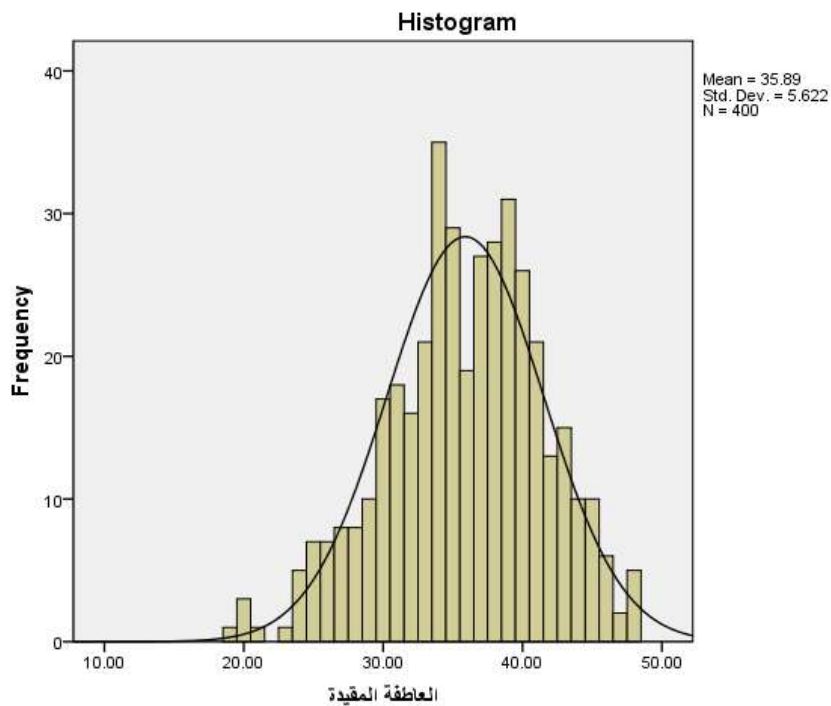
Statistical indicators for the restricted emotion scale and suicidal ideation

The statistical indicators for the restricted emotion scale and suicidal ideation were extracted through the Statistical Package for Social Sciences (SPSS). The tables illustrate this;

**Table (8)**

Statistical indicators for the restricted emotion scale

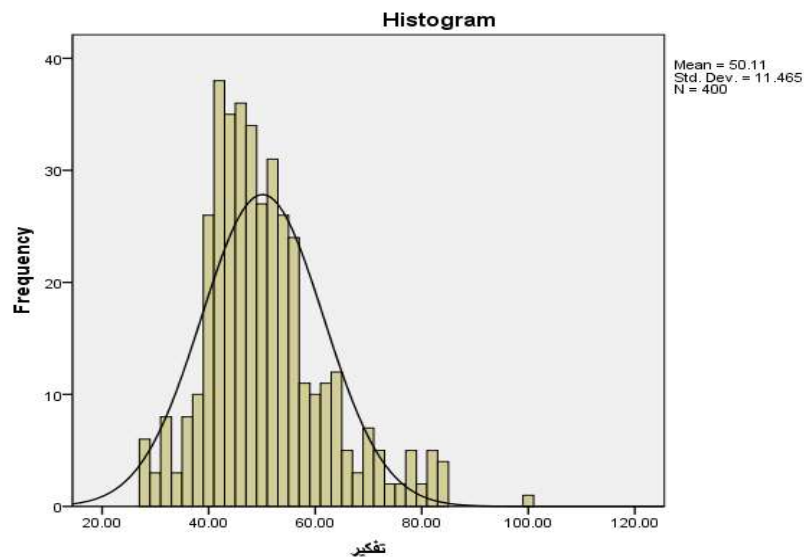
Restricted Emotion	Style
	Indicator
35,890	Mean
36	Median
34	Mode
5,622	Std.Dev.
-0,308	Skewness
-0,097	Kurtosis
17	Minimum
51	Maximum
31,612	Variance



**Table (9)**

Statistical indicators of the suicidal ideation scale

Self-knowledge	Style Indicator
50.10	<b>Mean</b>
48	<b>Median</b>
42	<b>Mode</b>
11.46	<b>Std.Dev</b>
0,97	<b>Skewness</b>
1,36	<b>Kurtosis</b>
72	Range
28	<b>Minimum</b>
84	



**Statistical methods;**

Many statistical methods were used in the procedures for preparing the scale of restricted emotion and suicidal ideation among school students in the current research, and in analysing the results of the current research using the Statistical Package for Social Sciences (SPSS), the statistical methods are:

1- T-Test for two independent samples (t-Test): This statistical method was used to extract the distinction of the paragraphs in both scales.

2- Pearson Correlation Coefficient: This statistical method was used in the following topics:

A- In the internal consistency method and to extract each of:

1) The relationship of the paragraph score to the total score of the restricted emotion scale and the suicidal ideation scale.

2) The relationship of the paragraph score to the degree of the dimension to which it belongs.

3) The relationship of the dimension score to the total score of the scale and the correlations between the dimensions of the suicidal ideation scale

B- To extract the correlation between restricted emotion and suicidal ideation.

4- Cronbach's alpha coefficient for reliability (Coefficient Alph): To extract the reliability for both scales

5- Retest for reliability: To extract the reliability for both scales.

6- T-test for one sample: Used to measure the restricted emotion and suicidal thinking among adolescents (school students).

**Results:**

First objective: To identify the restricted emotion among adolescents in the city of Baghdad.

**Table (10)**

Explains the restricted emotion among adolescents in middle and high schools

Sig. level	Tabular t-value	Calculated t-value	Degree of freedom	Hypothesized mean	Standard deviation	Arithmetic mean	Sample
<b>0.05</b>	<b>1.96</b>	<b>6.723</b>	<b>399</b>	<b>34</b>	<b>5.622</b>	<b>35.890</b>	400

Table (19) shows that adolescents in secondary and preparatory schools have restricted emotions. The researcher attributes the reasons for the spread of restricted emotions among adolescents in schools according to the adopted theoretical model that the main reason for restricted emotions is the socialization of gender roles (Ibrahim, 2020). Men are afraid of appearing feminine, and women are afraid of appearing masculine as a result of this fear. It is believed that men over-conform to traditional male roles as a coping strategy, and most women tend to conform to traditional female roles to adapt to the society in which they live (Pleck, 1981). This result is consistent with the study of Wong and Rochlen (2006), which concluded that there is restricted emotions

among university students, whose number reached 222 (2006, p. 2, 122, 123 in Wong & Rochlen).

Second objective: Identify the significance of the difference in restricted emotions among adolescents according to the gender variable (males – females).

**Table (11)**

<b>Sig. Level</b>	<b>Tabulated T-Value</b>	<b>Calculated t-value</b>	<b>Deg. of Free.</b>	<b>Variance</b>	<b>Arithmetic mean</b>	<b>Person's No.</b>	<b>Gender</b>
0.05	1.96	5.273	398	4.976	37.325	200	Male
				5.872	34.455	200	Femal

These results indicate that there are statistically significant differences according to the gender variable (male-female) and were in favor of males. This result was consistent with the study of (Heath et al. 2017), as the results of the study indicated that restricted emotion is higher in males than females; due to the traditional male socialization, as men must have strength and endurance and not cry, for example, and expressing feelings is considered feminine, and asking for help is considered shameful because they are men. The sample consisted of 271. (Heath et al, 2017, p. 1, 3).

The third objective: Identifying suicidal thinking among adolescents in Baghdad city schools,

**Table (12)**

<b>Sig. level</b>	<b>Tabular t-value</b>	<b>Calculated t-value</b>	<b>Degree of freedom</b>	<b>Hypothetical mean</b>	<b>Standard deviation</b>	<b>Arithmetic mean</b>	<b>Sample</b>
0.05	1.96	-10.283	399	56	11.465	50.105	400

Table (12) shows that the research sample individuals do not have suicidal thinking, and this result is consistent with the study of Kawash and Bayea (2020), as the result of the study was that adolescents do not have suicidal thinking (Kawash & Bayea, 2020, p. 109). This result differed from the study of Harith and Al-Mahdawi (2020) measuring suicidal thinking among middle school students, conducted on 600 male and female students, as the study concluded that they have a high level of suicidal thinking in middle school. (Harith & Al-Mahdawi, 2020, p. 3).

**Fourth objective:** Identify the significance of the difference on the scale of suicidal thinking among adolescents according to the gender variable (males\_females).

**Table (13)**

**Significance of differences in suicidal thinking according to gender variable (males-females)**

Sig. Level	Tabulated T-Value	Calculated t-value	Deg. of Free.	Variance	Arithmetic mean	Person's No.	Gender
0.05	1.96	3.777	398	11.512	52.235	200	Male
				11.41	47.975	200	Femal

This result can be interpreted as there is a difference in suicidal thinking between males and females, in favor of males, with statistical significance. This result is consistent with the study of Al-Adly & Nasser (2016), as the result of their study was that there are statistically significant differences between males and females in suicidal thinking, in favor of males (Al-Adly & Nasser, 2016, p. 56).

**Fifth objective:** Identify the correlation between restricted emotion and suicidal thinking among adolescents.

In order to identify the relationship between restricted emotion and suicidal thinking among adolescents, the researcher applied Pearson's correlation coefficient between students' scores on the restricted emotion scale and suicidal thinking. The result was a direct relationship between restricted emotion and suicidal thinking with statistical significance.

**Table (14)**

**Correlation between the research variables**

Sig. level	Tabular value	Degree of freedom	Correlation coefficient
0.05	0.098	399	0.444

**Conclusions and Suggestions**

The current study revealed significant effects of restricted emotion on the mental health of adolescents in Iraq, as the results showed that the T-value of restricted emotion reached (6.723) while the T-value of suicidal thinking reached ((10.283- and that restricted emotion is associated with increased suicidal thinking in this category with a statistical significance of the correlation coefficient (0.444).

The analyses indicate that there are clear differences between the sexes, with the arithmetic mean for males reaching (37.325) while the arithmetic mean for females reached (34.455), as males suffer from higher levels of restricted emotion compared to females. As for suicidal thinking, the results showed statistically significant

differences in favour of males, as the arithmetic mean for males reached (52.235), while the arithmetic mean for females reached (47.975). The social and cultural factors that encourage the suppression of feelings play a major role in increasing psychological pressures, which enhances the likelihood of suicidal thinking. The researcher suggests conducting Study on groups other than teenagers, such as military men. It also suggests designing a program to teach teenagers how to express their feelings in a correct way.

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