

Predicting Flourish in Female Adolescents by Maternal Character Strengths: The Mediating Role of Emotional Regulation

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Abstract

Purpose: The aim of this study was to predict Predicting flourish in female adolescents by maternal character strengths: the mediating role of emotional regulation.

Methodology: This was an applied study conducted based on a descriptive-correlational design. The statistical population consisted of 3996 secondary high school students from Rey city during the academic year of 2018-2019. For sample size, a total of 350 students were chosen according to Kerjcie and Morgan's table and using multi-stage cluster sampling. Research tools included an actualization questionnaire developed by Soleymani et al. (2015), Seligman and Peterson's character strengths questionnaire (2004), and emotion regulation questionnaire (Gross and Jhon, 2003). The reliability of questionnaires was confirmed by professors and their credibility by Cronbach's alpha ($\alpha = 0.85$). Data were analyzed through correlational tests and structural equations in Spss24 and Amos20.

Findings: From the results, maternal character strengths directly (by a path coefficient of 0.65) and indirectly (through emotion regulation; with a Path coefficient of 0.21) influences girl's actualization ($p < 0.001$). Also, emotion regulation affects actualization with a Path coefficient of 0.58. Research variables predicted 51 % of the variance of secondary high school girl's actualization ($R^2 = 0.51$).

Conclusion: Education and empowering character strengths, as well as regulating maternal emotions, improves girl's actualization.

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1. Introduction

More than half of the country's students are girls, who are different and more sensitive to their mental and physical nature than boys. In addition, they will be future mothers, and on the other hand, girls have multiple talents and in some respects are even higher than their male counterparts (OECD, 2020). This is necessary for them to flourish. Prosperity includes positive emotions, fascination or immersion, relationships, meaning and progress. High levels of flourishing have a significant relationship with emotional, psychological and social well-being, vitality and strength, self-determination, continuous personal growth, close relationships and meaningful and purposeful life, improving immune and cardiovascular function and reducing negative emotions (Fredrickson & Losada, 2005). Prosperity also affects academic performance (Van Zyl & Rothman, 2012). The concept of prosperity was introduced by Seligman, who first proposed the theory of happiness and then, in a broader sense, replaced it with the theory of prosperity or the theory of comprehensive well-being. Accordingly, the happiness of individuals is only in the shadow of reaching the five dimensions of positive emotions, fascination or drowning, relationships, meaning and progress, and achieving prosperity means the all-round well-being of the individual. Seligman believed that well-being or prosperity should be taught to adolescents because it can be an antidote to unbridled depression, a way to increase life satisfaction and help them learn better and think more creatively (Seligman, 2018).

A set of factors can affect the growth and development of children. One of the important factors in the development of children is the abilities of the mother secretary (Shoshani, 2019). Secretarial abilities refer to fixed qualities that are manifested in thoughts, feelings, and actions, and are morally valuable and beneficial to one and others. These traits can manifest at cognitive, emotional, and behavioral levels (Ros-Morente, et al., 2018). Early upbringing, and especially the bond between mother and child, plays a role in the child's mental health and well-being and the development of the child's subsequent psychological issues. The results of some studies suggest that the health and well-being of adults, especially the expression of interest, attention, and friendly behavior of their mother during their childhood (Ben Nink, 2014). These studies show different dimensions of secretary competencies; Self-resilience and its positive effect on individual acceptance and growth (Van Eeden, et al., 2008); Self-regulation and child development in different environments (Duckworth et al., 2007); Adolescent self-efficacy (Ruch, Weber & Park, 2014) and academic and school achievement (Wagner, Gander, Proyer & Ruch, 2019); They are related to the development of personality, educational, moral-educational issues and the flourishing of children in general.

The competencies or virtues of a secretary are generally divided into six categories, each of which consists of several competencies (Pang, 2018). The virtues of wisdom and knowledge include: curiosity, love of learning, creativity, judgment, and perspective; Courage includes: courage, perseverance and integrity; Virtue of humanity includes: abilities of kindness, love, social intelligence, justice including: citizenship, fairness and leadership; The virtue of moderation includes: the abilities of self-regulation, prudence and humility, and the virtue of excellence includes the abilities of admiring beauty, gratitude, hope, spirituality, humor, forgiveness and passion (Zhang & Chen, 2018). It is noteworthy that it is rare to find all of these virtues in one person, but having a few of them is understandable (Peterson & Seligman, 2004).

Another factor influencing flourishing is emotional regulation, which plays an important and fundamental role in psychological well-being (Nyklíček, Vingerhoets & Marcel-Zeelenberg, 2011). Emotional regulation is the external and internal processes that individuals use to monitor, evaluate, and adapt their emotional reactions to a specific goal or to promote and control an emotional experience (Wojcicki, 2018). Emotion regulation is necessary as an important factor for adaptive functioning, and the use of maladaptive strategies leads to negative outcomes such as poor well-being and even physical illness (Gross & Munoz, 1995).

Emotion regulation is further in the two frameworks of cognitive reassessment and emotional inhibition. Cognitive reassessment of emotion regulation strategies before the accident and the occurrence of intense emotions, and emotional inhibition are strategies that are activated after the accident or after the onset of emotion (Preece, Becerra, Robinson & Gross, 2019). Theorists believe that people who are unable to properly manage their emotions in the face of everyday events are more likely to show diagnostic symptoms, internalizing disorders such as depression and anxiety.

The abilities of the mother secretary play a supporting role in the growth and prosperity of girls. Female adolescents need parental care and attention, especially mothers, because of their greater feelings than boys. Therefore, the components and abilities of mothers' secretaries can affect the flourishing of girls. Emotion regulation can also play a positive role between the two variables of secretary abilities and flourishing (Preece & et al, 2019). Emotion regulation helps mothers control their emotions. This causes the resilience and capacity of mothers to use different virtues (such as love, support and care and a positive attitude) towards the children.

There has been little research on flowering, and on the other hand, existing studies have examined some elements of mothers' secretarial abilities to flourish, or emotional regulation has not been studied directly with flowering, and this creates a research gap. Kian Ersi, Mojabi (2018) concluded in a study that understanding and controllability have the ability to predict prosperity. Arshadi et al. (2018) concluded in a study that flourishing education has a positive effect on psychological capital and its components (hope, self-efficacy, optimism and resilience). Safaei Rad et al. (2018) concluded in a study that mothers' personality traits are related to girls' mental health and creativity. Shahsavari, Esmaili (2017) in a study concluded that the effect of Seligman flourishing intervention on the social competence of female high school students is desirable. Rasa, Rezayi, Bigdeli (2017) concluded in a study that the effectiveness of flourishing education on reducing psychological distress in high school students has a significant relationship. Asadi (2017) concluded in a study that in addition to being able to increase psychological well-being, secretarial abilities can also affects psychological well-being by mediating the role of self-love. Hojabrian et al. (2014) in a study concluded that the factors affecting prosperity include teleology, flourishing motivation, socio-environmental-cultural conditions, personality traits (experientiality, responsibility) and competencies. Taravat (2013) in a study concluded that the higher the parents' ability to regulate their emotions and the happier they are, the better their children's performance. Wagner et al. (2019) concluded in a study that the dimensions of mothers' secretarial abilities (positive relationships and emotions) have a significant relationship with students' prosperity. Chen et al. (2019) in a study found that greater satisfaction of parent-child relationships is associated with greater emotional well-being of children and this leads to a reduction in mental illness. Chen et al. (2018) concluded in a study that parental warmth and affection in childhood may help improve children's performance in various areas of mid-life well-being. This shows the effect of parental secretarial abilities on the growth and prosperity of children. Govindji & linley (2007) found in a study that people who benefited most from parental secretarial abilities in childhood reported higher levels of flourishing (including happiness) and psychological well-being (including feelings of perfection) later in life. Park, Peterson (2006) concluded in a study that parental empowerment has a strong relationship with children's well-being, especially in terms of life satisfaction.

As mentioned, relevant research has been done on the development of few girls with only a few components of secretarial abilities and emotional regulation. Understanding the flourishing of girls is essential because they will become future mothers, and on the other hand, studying the subject can lead to a better understanding of the subject. The results of the research can be used by the Ministry of Education, especially school counselors, to better advise parents and students. Research results can also be used by psychologists and family counselors. Based on the above, the aim of this study was to predict the flourishing of female adolescents in terms of the secretarial abilities of mothers with the mediating role of emotional regulation.

2. Methodology

The method of the present study was descriptive-correlational in terms of implementation method and applied in terms of purpose. The statistical population was 3996 female high school students in District 2 of Rey city in the 2018-19 academic year, the sample size was 350 based on Morgan table. The sampling method was multi-stage cluster. First, from five geographical regions (north, south, east, west and center), several girls' schools (11 schools in total) were selected from each region, and then in the next stage, 4 schools were selected from them and questioned.

The research tools were the following questionnaires: 1- Prosperity Questionnaire: This questionnaire was developed by Soleimani et al. (2014) based on the five-factor model of Seligman (2010). This questionnaire has 28 items and 5 components (positive emotion 5 items), (relationships 6 items), semantics 5 items) and fascination (7 items) and based on the Likert scale completely agrees with the score (6), partially agrees with the score (5), Slightly agrees with the score (4), slightly disagrees with the score (3), partially disagrees with the score (2) and completely opposes the score (1), and the overall score is scored between 28 and 168. In Arshadi et al. (2018) research, the reliability of this questionnaire was obtained by Cronbach's alpha test of 0.79. In the present study, the reliability of this scale was obtained by Cronbach's alpha test of 0.84.

2. Secretary Skills Questionnaire: This questionnaire was developed by Patterson and Seligman in 2004 to assess the personality strengths (strengths) of individuals and includes 6 universal virtues: wisdom, humanity, courage, justice, moderation and excellence and has 48 items. In the present study, this questionnaire was measured based on a 5-part Likert scale (completely like me, score (5), similar to me, score (4), regardless of score (3), inverse of me, score (2) and completely opposite of me, score (1). The higher the score, the more virtuous it is in that factor. The reliability of this questionnaire in the researches of Entezari Shabestar, Khademi (2019) and Karimi Zadeh et al. (2016) has been 0.85 and 0.80, respectively. Its reliability was obtained based on Cronbach's alpha coefficient of 0.86.

3- Emotional regulation questionnaire: This questionnaire has been prepared by Gross and John (2003) and has 10 items and 2 subscales of emotional inhibition (4 items) and cognitive reassessment (6 items). The subject responds to each item on this scale based on a weekly Likert scale from (strongly disagree with score 1) to (strongly agree with score 7). The range of scores on this scale is from 10 to 70. The reliability of this questionnaire with Cronbach's alpha test in Soleimani and Habibi (2014) research was 0.77 and in the present study was 0.81.

Prior to the distribution of the questionnaires, a permit was obtained from the district administration and, in coordination with the school principals and teachers, the questionnaires were provided to the students. In order to comply with ethical principles, they were assured that the data was for research purposes only and would not be made available to anyone other than the researcher. Also, there is no obligation to complete the questionnaires and if there is no desire to study it, there is no need to complete it. Correlation tests and structural equations in Spss22 and Amos20 software were used to analyze the data.

3. Findings

The statistical population consisted of 350 female students from different educational levels, of which 100 were studying in the tenth grade (28.57), 160 in the eleventh grade (45.71) and 90 (25.72) in the twelfth grade. In terms of field of study, 179 were experimental (51.14), 101 human (28.86) and 70 (0.20) in mathematics, and in terms of type of school, 269 (76.85) were in public schools and 81 others (23/15) were in non-profit schools. Descriptive statistics and correlations between research variables are presented in Table (1).

Table1. Descriptive matrix and correlation of girls 'flourishing with mothers' secretary ability and emotional regulation

Variables	Average	Standard deviation	Elongation	tilt	1	2	3
1- The flourishing of girls		3/36	0/68	0/21	0/56	1	
2- Ability of mothers' secretary		3/18	0/6	0/78	0/32	0/714**	1
3- Emotional regulation		3/15	0/81	0/52	0/27	0/536**	0/343**

** Significance at the error level of 0.01

The results of Table (1) show that there is a positive and significant relationship between girls 'flourishing with mothers' secretary ability (0.714) and emotional regulation (0.536) at 99% confidence level ($P < 0.01$). Considering the confirmation of the significant relationship between the research variables (girls 'flourishing, dimensions of mothers' secretary empowerment and dimensions of emotional regulation), it is possible to model and study the effect of mothers 'secretary's empowerment and emotional regulation on girls' flourishing. Before performing the structural equations, the normality of data distribution and the study of error independence are presented in Tables (2).

Table2. Results of examining the normality of research variables

Variable	Shapiro-Wilkes statistics	Significance level	Condition
Blossom of girls	0/984	0/203	It is normal
Mothers Secretary Capability	0/981	0/529	It is normal
Emotion Regulation	0/886	0/298	It is normal

The results of Table 2 show that the significance level of Shapiro-Wilkes test for research variables is more than 0.05. In other words, the distribution of variables is normal.

Table3. Tolerance, VIF and Camera-Watson (DW) test results

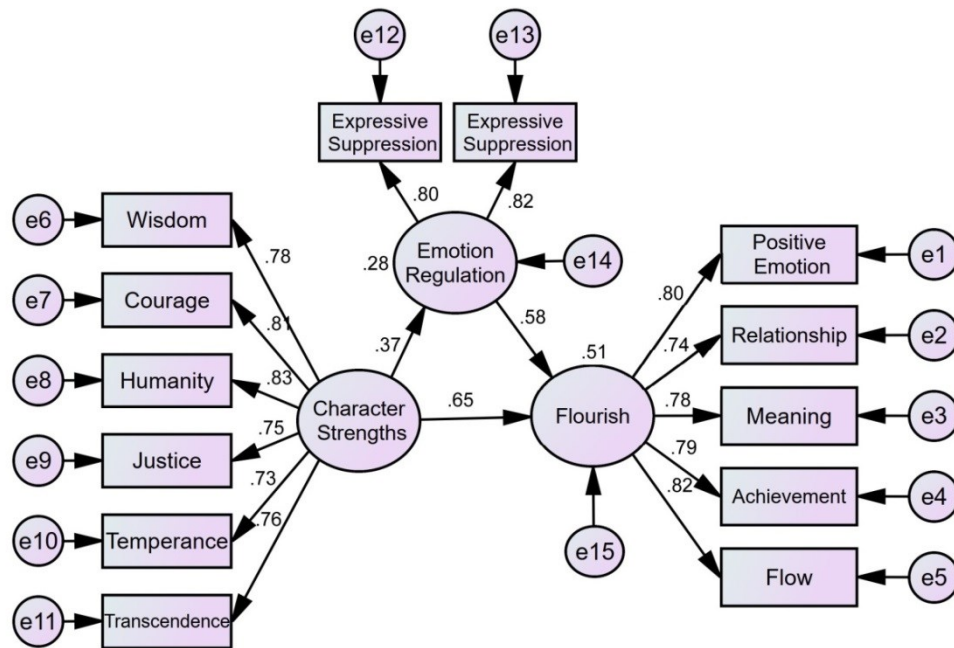
Variable	Tolerance	VIF	Camera Statistics - Watson DW
Blossom of girls	0/59	1/69	2/09
Mothers Secretary Capability	0/48	2/07	
Emotion Regulation	0/62	1/61	

The results of Table 3 show that the value of the camera-Watson statistic (2.09) is between 1.5 and 2.5, which assumes the absence of correlation between errors. Also, the tolerance values are large (more than 0.01), which indicates the absence of alignment, and because the VIF index is less than 0.05, the assumption of independence of variables is accepted.

In the present study, confirmatory factor analysis (CFA) was used to evaluate and evaluate measurement models. For this purpose, the factor load of each indicator (item) on each structure was estimated and analyzed using its significance level. Thus, if the significance level is less than 0.05, the factor loads are significant at the 5% level and the null hypothesis that the role of the marker in the formation of the studied structure is not significant is rejected and the significance of the relations is accepted in the form of confirmatory factor analysis. Also, for each structure, two indices of extracted variance (AVE) and combined reliability (CR) are calculated to measure the validity (reliability) and reliability (reliability) of the structures, respectively. The AVE index shows what percentage of the variance of the structure under study was influenced by the markers of that structure. The AVE index is used to measure the validity of a structure and is also known as convergent validity. Researchers have set the value of 0.5 and above for the suitability of this index. Therefore, according to the extracted mean variance (AVE) index, values higher than 0.5 indicate the appropriate validity of the studied structure (Ghasemi, 2010). To determine the reliability of structures in this study, the combined reliability (CR) method was used. If the CR value for structures is greater than 0.6, they show acceptable reliability, and the closer this value is to a structure, the greater the reliability of that structure (Kalantari, 2009).

Table4. Factor loads and validity and reliability indices of the structure

Dimensions / components	Factor load	Significance level	Cronbach's alpha	CR	Composite reliability	AVE
Flourishing	-	-	0.840	0.890	0.619	-
Positive emotions	0.80	$P < 0/001$				0.80
Relationships	0.74	$P < 0/001$				0.74
Meaning	0.78	$P < 0/001$				0.78
Development	0.79	$P < 0/001$				0.79
Fascination	0.82	$P < 0/001$				0.82
Secretary Empowerment	-	-	0.886	0.901	0.604	-
Knowledge and wisdom	0.78	$P < 0/001$				0.78
Courage	0.81	$P < 0/001$				0.81
Humanism	0.83	$P < 0/001$				0.83
Justice	0.75	$P < 0/001$				0.75
Moderation	0.73	$P < 0/001$				0.73
Excellence	0.76	$P < 0/001$				0.76
Emotion Regulation	-	-	0.816	0.792	0.656	-
Emotional deterrence	0.80	$P < 0/001$				0.80
Cognitive reassessment	0.82	$P < 0/001$				0.82

**Figure1.** Fitted structural model

Findings in the structural model show that the variance explained for the girls' flourishing is equal to 0.51, ie 51% of the changes in the girls' flourishing variable are explained by the independent variable (mothers' secretary ability) and mediator (emotional regulation). The factor load of the components in the dimension is more than 0.7, which shows that the components explain the dimensions well. Table (5) shows the fitness indicators of the model.

Table5. Fitness indicators of the research model

Fitness indicators	χ^2/df	RMSEA	CFI	TLI	IFI	GFI	AGFI
	2/27	0/033	0/939	0/934	0/921	0/926	0/908
Acceptable amount	Below 3	< 0/08	> 0/9	> 0/9	> 0/9	> 0/9	> 0/8

The results of Table (5) show that all fit indices are in the desired range, so the structural model of the research is approved. In Table (6) the path coefficients between the independent, mediating and dependent variables and their significance are reported.

Table6. Research model fit indicators

From the structure	To the structure	direct impact	Indirect effect	The result of the hypothesis
Mothers Secretary Capability	Emotion Regulation	0/37**	-	Confirmation
Emotion Regulation	Blossom of girls	0/58**	-	Confirmation

Significance at the error level of 0.01

The findings of Table (6) indicate that the direct effect of mothers 'secretary empowerment on girls' flourishing is positive and significant ($P < 0.01$). The value of the direct coefficient of the relation is equal to 0.65, which is significant at the error level of 0.01, so the first hypothesis is confirmed. Emotional regulation has a positive and significant effect on girls' flourishing ($P < 0.01$). The value of the path coefficient is equal to 0.58, which is significant at the error level of 0.01, so the second hypothesis is confirmed. The coefficient of influence of the secretary's ability variable on the mediator variable (emotional regulation) is equal to 0.37 and the effect of the mediator variable on the girls' prosperity is equal to 0.58. Both effects are significant at 99% confidence level ($P < 0.01$). The indirect effect of mothers' secretarial ability variable on girls' prosperity is obtained by multiplying 0.37 by 0.58, which equals 0.21. Since the significance level of indirect coefficient is less than 0.01, it can be concluded that emotional regulation in the relationship between competencies the secretary of mothers and the flourishing of daughters play a mediating role, so the third hypothesis is confirmed.

4. Discussion

The aim of this study was to investigate the relationship between mothers' secretarial abilities and adolescent girls' flourishing and with the mediating role of emotional regulation. The mean scores of the research variables, namely flourishing, secretarial abilities and emotional regulation, were obtained (3.36, 3.18 and 3.15, respectively), which are evaluated at a moderate level compared to a scale of 1 to 5.

The result of the first hypothesis showed that there is a significant relationship between the abilities of mothers' secretaries and the prosperity of girls. This finding is in line with the results of research by Kian Ersi, Mojabi (2018) who concluded that the ability to understand and control can have the ability to predict prosperity; According to the research of Safaei Rad et al. (2018) who concluded that mothers' personality traits increase girls' mental health and prosperity; According to Asadi (2017), the secretary's competencies lead to increased psychological well-being and prosperity; According to the research of Hojabrian et al. (2014) who found that personality traits (empiricism, responsibility) of parents are effective in flourishing; According to the research of Wagner et al. (2019) who concluded that different dimensions of mothers' secretarial abilities (positive relationships and emotions) have a significant relationship with students' prosperity. According to the research of Chen et al. (2019) who concluded that greater satisfaction of parent-child relationships is associated with greater emotional well-being of children; According to Chen et al. (2018) that the warm and loving relationships of parents in childhood lead to the prosperity of children in later life and the results of Govindji., Linley (2007) which concluded that Most have benefited and experienced higher levels of prosperity (including happiness) and psychological well-being.

In analyzing the effect of mother's secretarial abilities on girls' prosperity, it should be said that girls are more dependent on their mothers than boys. If proper support and a good emotional and behavioral

relationship are formed between mother and child in early life, one can expect Have a good bloom. Research has also shown that if children are exposed to experiences that are mainly based on parental abilities or behaviors that imitate their parents as a model, the result is the strengthening of abilities that are very similar to parents (Jafari, 2017). The relationship between emotional regulation and flourishing was also confirmed. Taravat (2013) also concluded in a study that the higher and happier the parents' ability to regulate their emotions, the better their children's performance. Ashkani, Heydari (2014) also found that emotional regulation strategies affect students' level of well-being and prosperity. Park N, Peterson (2006) also concluded that parental emotional regulation can improve children's prosperity.

In analyzing this relationship, it can be said that emotion regulation causes the change and interpretation of the situation in a way that reduces the emotional responses related to that situation. Through re-evaluation, we do not seek to suppress or eliminate the negative emotions that cause pain, but we seek better ways to deal with it. Thus, in addition to finding appropriate and positive alternatives to cognitive problems, cognitive evaluation changes our focus from anxiety and reduces the impact of negative emotions for a while, As a result, the higher and happier the parents' ability to control their emotions, the better the performance of the family and children.

Overall, the results showed that the variables of mothers' secretarial abilities and emotional regulation play an important role in girls' flourishing. The mother's secretarial abilities act as a protective umbrella for children, especially girls. The closer the mother-daughter relationship is to the son, the more this relationship becomes, the greater the possibility of verbal and emotional exchanges between them, so in the future such children can enjoy the peace and support of their mother in life.

It was shown that maternal secretarial abilities and emotional regulation can predict the prosperity of girls. However, the present study faced limitations such as case study of only one area due to financial and time constraints of the researcher. One group of high school girls was compared and no comparison was made between the two groups of girls. Therefore, in future studies, it is suggested that researchers compare flourishing based on the variables of secretary abilities and emotional regulation. It is suggested that schools offer courses on how to treat and deal with girls in schools with their children. Given the relationship between emotional regulation and prosperity, it is suggested that parents strengthen their relationship with school counselors to monitor their children's emotional and behavioral status. This can help to further predict girls' behaviors. Another suggestion is to consider textbooks with this theme and with the presence of parents and mentioning their experiences in school, due to the empty content of textbooks in relation to emotional regulation.

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