EMOTIONAL COMPLEXITY AMONG GRADUATE STUDENT

Inaam Ghani Masir¹, Prof. Aseel Abdel Karim Mezyed²
¹,²College of Education / University of Wasit
Email¹: anama1648@gmail.com, Email²: salizamili@uowasit.edu.iq

ABSTRACT

The aim of the current research is to identify the emotional complexity of graduate students, and to identify the significance of the differences in emotional complexity (gender, specialization, stage. The sample of the study (200) male and female graduate students at the University of Wasit. The researcher adopted the Kang & Shaver scale (2004) of emotional complexity, which includes (14) paragraphs, after the researcher verified the validity, validity and stability of its translation. It has appeared, Postgraduate students have emotional complexity, Also, there are no statistically significant differences in the emotional complexity of postgraduate students according to the variables (gender, specialization, stage. In light of the results of the study, the researcher recommended a group of exchange, communication and suggestions.

Keywords: Emotional complexity, graduate student

I. INTRODUCTION

Emotions in the lives of individuals lead to cases of anger, anxiety and unbalanced reactions, and these emotions may increase until they fill the psychological space of the individual and as a result decrease the periods in which the individual feels reassured and comfortable. Emotions may increase in intensity and lead to situations such as depression if accompanied by crises, pressures, or factors that increase their severity and danger (Snyder & Lopez, 2001: 292-293)). Because human life is not at the same pace, and it is full of diverse experiences and experiences that give rise to different states of emotion and emotional states, as the life of the individual is in constant change and fluctuation. And that without a form that gives life value and enjoyment, as without these different emotional and emotional states, human life would be boring and unpleasant as inanimate life (Hamdan, 2010: 10).

In 1966, Wessman& Ricks noted that people differ in the richness and diversity of subjective emotions and coined the term emotional complexity. Weissmann and Ricks concluded that an individual with a more differentiated and complex emotional life would show a contrast between emotional states (Shaver, Kang, 2004: 6).

Emotions are seldom simple When people talk about their emotional experiences, they usually report not just one, but many. For example, if we look at an event such as graduation, the first person may report feeling happy, while the second person may report feeling sad and happy. Scientists see that the second person has a more complex emotional experience (Grossmann, et al, 2016: 2).

Emotional fluctuations are a common condition, as sometimes we feel very happy, sometimes we feel bad (for example, intense disappointment, anger, or some kind of fear, or sometimes we feel bad and sad) For example, sadness and joy). Such a mixture of feelings is referred to as emotional complexity or mixed emotional experience (Scott, et al, 2014: 576). Emotional complexity is a multifaceted construct that basically refers to the extent to which individuals simultaneously feel different feelings and clearly differentiate between different and different feelings (Shrira et al., (2015: 56). Emotional complexity may refer to emotional maturity, richer and more diverse emotional experiences, and a greater ability to experience mixed emotions (Ready, et al, 2012: 22).

Emotional complexity occupies a major aspect in our ability to evaluate our basic emotions, and conclude them with others (Philips, et al, 2002: 627). Some believe that the individual whose emotional complexity decreases will have a decrease in the ability to recognize his feelings and the feelings of others, and this is evident through
the inability to read the emotions, thoughts and expressions of others, which is reflected in communication skills (Angie et al, 2008: 3)

**Research problem**

The consideration of multiple aspects of the situation or emotional event reflects the complexity, diversity and overlap in the emotional life of the human being, life is emotionally complex and not a unilateral life side and this is what should be available in personal decency, especially personal Scholar of student graduate who must be seen to position the emotional of Multiple angles and aspects in order to recognize the reality of the situation

The researcher has noticed that the lack of the ability to look at the emotional situation in a more complex, varied and rich way may negatively affect the emotional side and the emotional side. Also, the lack of this ability may be the result of the effect of another aspect of the personality such as the cognitive aspect, as our behaviors in general are the outcome of our beliefs and prejudices.

Deficiency or decrease in the level of emotional complexity will reflect negatively on the individual’s lack of understanding of his own emotions, and his inability to distinguish and understand your emotional reactions (Shah 2004, K 6: ver.91)

In the opinion of Filipowicz, et al, 2011, the inability of the individual to confront multiple situations of feelings may indicate a weak cognitive ability of the individual, as the main aspect of emotional complexity is the individual's ability to see the multiple angles. Joy and sadness in one emotional situation, and this indicates a distinct cognitive ability of the individual. (544: Filipowicz, et al, 2011).

See Kang Shafer (Kang & Shaver, 2004) that does not possess the individual complexity of emotional negative personal index, as the weakness of the level of complexity of the emotional may lead to multiple problems related to mental health in general, such as poor adjustment and self-regulation, regulation of emotional and control of emotional, as well as that it is An indicator of a defect in cognitive competence (Kang & Shaver, 2004: 692)

Through the foregoing, we can define the problem of the current research by answering the following question: What is the level of emotional complexity among graduate students?

**Importance of the research**

The rich emotional pie contributes to the adaptability of people. “In line with this greater capacity for awareness of the feelings of oneself and others,” states Lane & Schwartz, “in line with increased representations in interpersonal interactions and greater adaptive success” (Lane and Schwartz, 1992: 5). The performance of Barrett et al. (Barret, et al, 2000) “that greater emotional complexity correlates with greater adaptation to the environment” (Barret, et al, 2000: 1034).

And since emotional complexity constitutes a distinct ability to recognize and distinguish one’s own emotions, as well as to recognize the emotions of others, it will contribute greatly to the individual’s control over and directing his own emotions, as well as understanding the emotions of others, which greatly contributes to the individual’s adaptation in different emotional situations (Rothman and Melwani , 2017: 263)

Through what emotional complexity provides in terms of the ability to identify the emotions of others, it is considered an indicator of emotional intelligence, as it contributes to showing positive emotions that are appropriate to the situation or event, and this is reflected in the individual’s compatibility with others, as it contributes to building relationships Balance them with others by reading and feeling their own emotions (Clifford, et al, 2020: 6)

Kang & Shaver (2004) suggest that emotional complexity is associated with self-awareness (self-awareness), openness to experience (openness to experience), emotional inclinations (sympathetic tendencies), and personal conditioning (Shaver & Kang). 2004: 687)

Emotional complexity is linked to secure relationships between individuals. Lopez et al. (1997) found that securely connected individuals discriminate more strongly between the emotions of shame and guilt than those who are insecurely connected. Safely connected individuals respond to personal problems more appropriately, based on based on based on based on, between feelings and emotions (Kang & Shaver, 2004: 693)
And lead to Thakiqt complex emotional levels higher than the health study, as Koidbach study and others indicated (Quoidbach, et al, 2014) the complexity of emotional correlates positively enterobacteriales only health Alofn, and IibtyRabhb opposite Maan, and IibtyRabhb opposite Maan, and IibtyRabhb Reverse Maan, emotional low levels of physical health (Clifford et al., 2020: 5). This is because the greater emotional complexity in describing the emotional life reflects the more details in the emotional experiences of the soul, and this, in turn, is linked to an enhanced ability to be emotionally emotional (Strategic Emotional 23)(

et al (Carstensen et al., 2000) an active and effective state which reduces emotional potential, reduces emotionality, reduces emotional stress (Arewasikporn, 2016:9)

Research Objectives

The current research aims to identify:

Recognizing the emotional complexity of graduate students

Determining the statistical significance of the differences in emotional complexity according to the variables:Gender (male, female). B - specialization (scientific, human). Stage C (Master, PhD).

Fourth: Research Limits:

The current research is limited to postgraduate students at the University of Wassit (Masters - PhD) of both sexes (males and females), and in the two majors (scientific - humanitarian for the academic year (2020-2021)

Fifth: Defining Terminology

Emotional complexity Emotional complexity

He was known by


“Having broad, distinct, and well-differentiated emotional concepts and experiences” (Kang & Shaver, 2004: 688)

-Filipowicz et al. (Filipowicz, et al, 2011)

"Switching between different emotional states" (543: Filipowicz, et al, 2011)

Theoretical definition

The researcher adopted the definition of Kang & Shaver (2004) a theoretical definition of emotional complexity in order to match the definition with the emotional complexity scale glossy in the current research, which is Kang & Shaver scale (Kang & Shaver, 2004).)

Procedural definition:

The procedural emotional complexity is defined in the current research as the law of the sum of the total scores obtained by the respondent on the emotional complexity scale adopted in the current research.

A theoretical framework and previous studies

Emotions in the lives of individuals lead to cases of anger, anxiety and unbalanced reactions, and these emotions may increase until they fill the psychological space of the individual and as a result decrease the periods in which the individual feels reassured and comfortable. Emotions may increase in intensity and lead to situations such as depression if accompanied by crises, pressures, or factors that increase their severity and danger (Snyder & Lopez, 2001: 292-293)). Because human life is not at the same pace, and it is full of diverse experiences and experiences that give rise to different states of emotion and emotional states, as the life of the individual is in constant change and fluctuation. And that without a form that gives life value and enjoyment, as without these different emotional and emotional states, human life would be boring and unpleasant as inanimate life (Hamdan, 2010: 10)
In 1966, Wessman & Ricks noted that people differ in the richness and diversity of subjective emotions and coined the term emotional complexity. Weissman and Ricks concluded that an individual with a more differentiated and complex emotional life would show a contrast between emotional states (Shaver, Kang, 2004: 6).

Emotions are seldom simple. When people talk about their emotional experiences, they usually report not just one, but many. For example, if we look at an event such as graduation, the first person may report feeling happy, while the second person may report feeling sad and happy. Scientists see that the second person has a more complex emotional experience (Grossmann, et al, 2016: 2).

Emotional fluctuations are a common condition, as sometimes we feel very happy, sometimes we feel bad (for example, intense disappointment, anger, or some kind of fear, or sometimes we feel bad and sad). For example, sadness and joy. Such a mixture of feelings is referred to as emotional complexity or mixed emotional experience (Scott, et al, 2014: 576). Emotional complexity is a multifaceted construct that basically refers to the extent to which individuals simultaneously feel different feelings and clearly differentiate between different and different feelings (Shrira et al., 2015: 56). Emotional complexity may refer to emotional maturity, richer and more diverse emotional experiences, and a greater ability to experience mixed emotions (Ready, et al, 2012: 22).

Emotional complexity occupies a major aspect in our ability to evaluate our basic emotions, and conclude them with others (Philips, et al, 2002: 627). Some believe that the individual whose emotional complexity decreases will have a decrease in the ability to recognize his feelings and the feelings of others, and this is evident through the inability to read the emotions, thoughts and expressions of others, which is reflected in communication skills (Angie, et al, 2008: 3).

Explanatory theories of emotional complexity:

Barrett's theory (Barrett, 1990): Barrett believes that the emotional state emanates from the perceived conceptual state and is based on the following hypotheses:

1. The concept is based on the systems of perception, action, and internal states.
2. The existing conceptual perception that represents a concept on a particular occasion emerges from a network of concepts to represent the concept in a coherent manner from the current situation.
3. Situation perceptions represent abstract concepts, including the concepts of emotion.
4. Active objective perceptions, once activated, produce subsequent actions, internal states, and perceptual interpretations (Wison-Mendenhall, et al, 2011: 1107).

Emotional complexity is a conceptual category, where there is similarity across instances of the same category and differences across categories in the mind of the individual collecting the different perceptual states (Bart al, 2015.

This theory assumes that concepts are based on attitudes, the body, and the brain's stereotypical systems of perception, action, and internal states, as the concept collects information about the instances of the object or category in the multiverse (Men et al. 11, 2011).

The evolving concepts likewise other aspects of the human experience, internal Kaltsourat mental and emotions from simple concepts to more complex concepts in the description of the characteristics and relationships and models within the mental or emotional, FaalanfalatKahlzn or joy or anger are simple concepts initially evolve through attitudes and cognitive processes that are based on on the brain (Wison-Mendenhall, et al, 2011: 1109).

This theory sees that emotional complexity arises from the analysis of the meaning of the situation in terms of goals, needs or interests, and that these perceptions of external conditions give rise to the emotional emotional complex (Wen et al. 11, 2011). And that the perception of the situation in a certain way leads to its experience as an emotion (it is not intended here by situations only the environment and physical entities and the factors that contain them, but the dynamic actions performed by others, events, and intertwined sensations). Since the brain represents consecutive situations one after another, the conceptual interpretation of each situation sometimes takes on a complex emotional form (Wison-Mendenhall, et al, 2011: 1106.)
Explain this theory previous studies:

The Kang and Schaeffer Study (Kang and Scheffer, 2004)

**Individual differences in emotional complexity: their psychological implications**

**Objective:** The study aimed to reveal individual differences in emotional complexity and psychological effects of emotional complexity.

**Tools:** The study used a number of scales, such as the emotional complexity scale prepared by the researcher (Kang & Shaver, 2004), and the scales of the same sources, peer reports, represented in the field of emotion, and the level of ego development measured at wholesale prices.

**Results:** The results of the study study the emotional possession, and that the level of complexity, complexity, compensation, outcomes, outcomes, and signs, and it has been modified, as appeared in the study that was seen in the study of statistically significant differences in emotional complexity according to the gender variable (Kang & Shaver)., 2004: 687) Ready et al. (Ready, et al, 2012) study


**Objective:** The study aimed to reveal the relationship of emotional complexity and emotional well-being with high neuroticism.

Kokiyat: Kokiyat of the Nations (1503)

**Tools:** I used the neuroticism scale, the emotional well-being scale, and the emotionality scale consisting of (10) items.

**Results:** There is a correlation relationship between emotional complexity and emotional well-being, and this association was stronger in the elderly and middle-aged skin than in younger individuals (Ready, et al, 2012: 17-26)

Shrira et al. (Shrira, et al, 2015) studyEmotional complexity and its effect on psychological distress as a function of chronological age and subjective distance to death. Emotional complexity and its effect on psychological distress as a function of age and subjective distance to death.**Objective:** This study aimed to reveal emotional complexity and its impact on psychological distress as a function of age and subjective distance to death.

**Cell:** The study sample (188) of a group and the elderly.

**Tools:** The study used the emotional complexity scale (Kang & Shaver, 2004), the psychological distress scale, and the death-feeling scale.

**Results:** The results of the study showed that emotional complexity was not related to age, but was negatively related to feeling close to death, and that emotional complexity was negatively related to psychological distress between those who feel and others.

Research methodology: The researcher relied on the descriptive correlative approach, as it is the appropriate approach to the objectives of the current research, and through it we can know the relationships between the facts related to the phenomenon under study and master its chapters.

Research community: the current research season of postgraduate students at Wasit University (Masters and PhD), for the academic year (2020-2021), and in the specialization (scientific and human), and for both sexes (males and females), the number of which is (331) male and female students distributed among (4) humanities colleges with (160) male and female students, and (6) scientific colleges with (171) male and female students, as the total number of times reached (181) students and at a rate of (68.54%) of the community, and the number of females reached (150) female students, with a percentage of (31.45%) of the total community.
Research sample: The number of the research sample amounted to (200) male and female students, at a rate of (42.60%) of the total community, and by (100) students distributed among (77) at the master’s stage, (23) for the doctoral stage, and (100) female students. Divided into (77) for the master's stage and (23) for the doctoral stage.

Research tool: After perusing the literature, Dar Dara, the researcher adopted the Kang & Shaver scale of emotional complexity.

The scale consists of (14) items that are answered according to the five-point Likert scale with the alternatives (always applicable to me, sometimes applicable to me, rarely applicable to me, not applicable to me), and the scores are taken (5, 4, 3, 2, 1) respectively for the positive items expressing the possession of the trait, and on the contrary for the reverse paragraphs (1, 2, 3, 4, 5) expressing the lack of possession of the trait.

Validity of the emotional complexity scale items: To compare the review references before for the complexity scale, review the review pages, and their suitability to the Iraqi environment.

Clarity test of paragraphs and scale instructions: In order to know the clarity of the instructions to answer the measure of emotional complexity, the clarity of paragraphs and alternatives, and to identify the difficulties that the respondent may face and work to address them, the response, and the response.

**Statistical indicators of the emotional nodule scale:**

The descriptive characteristics of the emotional complexity scale were extracted by means of the statistical bag for social sciences (SPSS) and table (1) illustrates this.

<table>
<thead>
<tr>
<th>Properties</th>
<th>Statistical value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic mean</td>
<td>40.45</td>
</tr>
<tr>
<td>standard error of the mean</td>
<td>532</td>
</tr>
<tr>
<td>Mediator</td>
<td>45</td>
</tr>
<tr>
<td>mode</td>
<td>48</td>
</tr>
<tr>
<td>standard deviation</td>
<td>529.7</td>
</tr>
<tr>
<td>variance</td>
<td>62.56</td>
</tr>
<tr>
<td>skewness</td>
<td>500</td>
</tr>
<tr>
<td>Standard error of torsion</td>
<td>172</td>
</tr>
<tr>
<td>flatness</td>
<td>169</td>
</tr>
<tr>
<td>Standard error of flattening</td>
<td>342</td>
</tr>
<tr>
<td>Term</td>
<td>40</td>
</tr>
<tr>
<td>lowest degree</td>
<td>22</td>
</tr>
<tr>
<td>highest score</td>
<td>62</td>
</tr>
<tr>
<td>the total</td>
<td>9079</td>
</tr>
</tbody>
</table>
The scale in its final form consists of (14) paragraphs corresponding to (5) alternatives according to the five-point Likert scale (always applies to me, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me), and takes the degrees (5, 4, 3, 2, 1) respectively for the positive paragraphs, and on the contrary for the negative paragraphs, as the scores are taken (1, 2, 3, 4, 5) respectively.

Chapter Four: Presentation, interpretation and discussion of the results

First: Presentation, interpretation and discussion of the results:

The first objective: to identify the emotional complexity of graduate students. To achieve this goal, the emotional complexity scale was applied to the research sample of (200) male and female students. Degree. In order to identify the significance of the statistical difference between them, the t-test for one sample was used, and it was found that there was a statistically significant difference between them, as the calculated T-value amounted to (377.6), which is greater than the tabular value of (1.97). At the level of significance (0.05) and the degree of freedom (199), which indicates that the research sample possesses emotional complexity. Table (2) illustrates this.

<table>
<thead>
<tr>
<th>Significance level (0.05)</th>
<th>T value</th>
<th>hypothetical mean</th>
<th>standard deviation</th>
<th>Arithmetic mean</th>
<th>degree of freedom</th>
<th>the sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>function</td>
<td>1.97</td>
<td>377.6</td>
<td>42</td>
<td>529.7</td>
<td>199</td>
<td>200</td>
</tr>
</tbody>
</table>

Arithmetic mean, standard deviation, hypothetical mean, and T-values of emotional complexity
Interpreting this information in reality in the light of the theory (1990), as Barth explains that Bart may be an emotional constraint and the tendency to acquire experiences in a realistic form and symbolize emotions in different situations due to the maturity that Bart acquired through different experiences. Barth sees that emotions evolve and complex on the other hand, evolving through situations and elevation of more complex emotions (Wison-Mendenhall, et al, 2011: 1109).

The result is the study of Kang & Shaver (2004), which found that university students have emotional complexity, and that there are significant differences as the individual increases in age and in favor of the older age.

The second objective: to identify the statistical significance of the differences in emotional complexity according to the variables (gender, specialization, stage).

To achieve this goal, the researcher used a triple analysis of variance, and the results were as shown in Table (3)

Results of the triple variance analysis of the differences in the scores of the sample members in the emotional complexity scale according to the variables of gender, specialization and stage

From the results in the above table, it becomes clear to us the following:

<table>
<thead>
<tr>
<th>indication</th>
<th>q value</th>
<th>mean squares</th>
<th>degree of freedom</th>
<th>sum of squares</th>
<th>Contrast source</th>
</tr>
</thead>
<tbody>
<tr>
<td>tabular</td>
<td>calculated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not significant</td>
<td>89.3</td>
<td>147.1</td>
<td>280.67</td>
<td>1</td>
<td>280.67</td>
</tr>
<tr>
<td>Not significant</td>
<td>150.0</td>
<td>820.8</td>
<td>1</td>
<td>820.8</td>
<td>Specialization</td>
</tr>
<tr>
<td>Not significant</td>
<td>196.0</td>
<td>520.11</td>
<td>1</td>
<td>520.11</td>
<td>stage</td>
</tr>
<tr>
<td>Not significant</td>
<td>545.0</td>
<td>000.32</td>
<td>1</td>
<td>000.32</td>
<td>gender * specialty</td>
</tr>
<tr>
<td>Not significant</td>
<td>031.0</td>
<td>500.60</td>
<td>1</td>
<td>500.60</td>
<td>gender * stage</td>
</tr>
<tr>
<td>Not significant</td>
<td>922.0</td>
<td>080.54</td>
<td>1</td>
<td>080.54</td>
<td>Specialization * Stage</td>
</tr>
<tr>
<td>Not significant</td>
<td>058.0</td>
<td>380.3</td>
<td>1</td>
<td>389.3</td>
<td>Gender * Specialization * Stage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>666.58</td>
<td>192</td>
<td>920.11263</td>
<td>The error</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>200</td>
<td>000248862</td>
<td>total summation</td>
</tr>
</tbody>
</table>

By observing the results in the above table, we find that the calculated t value for the gender variable amounting to (147.1), which is smaller than the tabular value of (89.3) degrees with two degrees of freedom (1,200), which indicates that it is not statistically significant.

The researcher attributes this result to the social changes that have given women equal opportunities in social, scientific and professional life, which is reflected in the acquisition of broad and complex emotional experiences, as emotionally complex individuals explore the meaning of their own merchants in depth, because their complex responses depend on their experience and knowledge background. And through female contact with society, they have different aspects of experiences, perhaps the most prominent of which is the emotional experience, as the more extensive an individual’s emotional experiences are, the more complex his emotional concepts are (Averill & Knowles, 1991: 293)

The researcher believes that the differences between the sexes in the complexity of emotional life fade as a result of the continuous social interaction between the sexes in public life, especially in the university years.

This result agrees with the study of Kang & Shaver (2004), which showed that there were no statistically significant differences in emotional complexity according to the gender variable.

Specialization

The calculated value of the variable of specialization reached (150.0), which is smaller than the tabular value of (89.3) degrees with two degrees of freedom (1,200), which indicates that it is not statistically significant.
This result can be explained by the fact that the differences between scientific and humanistic disciplines, especially among graduate students, are not significant, because emotional complexity depends on the individual's self-cognitive social skills away from the fields of scientific specialization (Kang & Shaver, 204: 691).

In addition, no previous study indicated the specialization variable as an influential variable in emotional complexity, or that there are differences between individuals according to their academic specialization.

**stage**

As for the stage variable, it was found that the calculated maximal value of the stage variable was (196.0), which is smaller than the tabular value of (89.3) degrees with two degrees of freedom (1,200), which indicates that it is not statistically significant.

None of the theories explaining emotional complexity referred to the stage variable as an influential variable in emotional complexity. Consequently, the researcher interpreted this result that graduate students, whether in masters or doctorate, are exposed to the same environmental influences and emotional experiences that are reflected on the complexity of their emotions, so we find the differences between them are weak and ineffective. In addition, none of the previous studies indicated that there are differences between individuals in emotional complexity according to the stage variable.

**Interaction between (gender - specialization - stage)**

As for the level of interaction among the study variables, the researcher found all interactions between the variables that are not statistically significant. The calculated t value of the interaction between the variables (gender * specialization) reached (545.0) and the qualitative value calculated for the interaction between the variables (gender * stage) It amounted to (031.1), while the calculated t value of the interaction reached (specialization * stage) variables (922.0). 0.05) and degrees of freedom (1,200) are not statistically significant, as shown in Table (3) above.

No theory or previous study indicated that emotional complexity was affected by the interaction between these variables. Consequently, the researcher interpreted this result that postgraduate students of both genders (males - females), specializations (scientific - humanitarian) and the two stages (Masters - PhD) go through similar social lives that are reflected in their acquisition of experiences in all fields in a similar manner, and perhaps emotional experiences are one of those experiences that acquired through public life.

Second: the conclusions

Through the foregoing, the researcher reached the following:

**II. CONCLUSIONS**

1. Graduate students have emotional complexity.

2. There are no differences in the emotional complexity of postgraduate students according to the variables of gender, specialization and stage.

**III. RECOMMENDATIONS**

1. Through the foregoing, the researcher recommends the following:

2. The researcher recommends that the family and school work to provide positive emotional experiences because they are reflected on the person in general, and in light of this, programs are prepared that help reduce emotional complexity.

3. Directing the attention of educational institutions to the application of programs that develop emotional concepts and diverse emotional experiences in the early stages of primary school until the preparatory and university stages.

4. Awareness of the educational body of the need to develop emotional concepts and experiences among students and those who represent future generations.

**Suggestions**

Through the foregoing, the researcher suggests conducting the following studies:
1. Conducting a similar study on other samples of middle school and university students.

2. Emotional complexity and its relationship to cognitive complexity among middle school students.


REFERENCES


