

Effect of Emotion Regulation on Self-Esteem and Academic Self-Efficacy among young adults

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Abstract

From the past not many decades, there has been increasing curiosity in understanding how emotion regulation affects psychological and physical health of individuals. Emotion Regulation is a concept receiving ever-growing interest in mental health and it is related to various psychopathological disorders, although, few studies have investigated the influence of these variables in well-being and academics of the young adults. The results conclude that emotion regulation effects the self-esteem and academic self-efficacy of young adults.

Keywords: *Emotion Regulation, Self- Esteem, Academic Self-Efficacy*

Introduction

Emotion involves mainly three components: 1). Physiological changes within their bodies 2). Subjective cognitive 3). Expressive behaviors. Here, physiological changes within their bodies means shifts in heart rate, blood pressure and so on, subjective cognitive states the personal experiences people label as emotions and expressive behaviors understands for outward sign of these internal reactions. To quote in Woodsworth's words, 'emotions are stirred up state of humans.

Emotion Regulation

Emotion regulation talents are fourfold additional necessary than IQ in deciding what becomes additional self-made and what doesn't (Sternberg,1996). The flexibility to manage, control, exhibit, and balance one's emotions is termed down as emotional regulation. To operate adequately in social setting, one should learn talents to manage their emotions

properly. Gross talks concerning emotion regulation, in terms of processes related to modifying and influencing once and therefore the approach specific emotions are expressed and therefore the approach the emotions are veteran, has become acknowledged as part for well-being and condition over past decades.

Self-Esteem

“You be, the utmost quantity as anybody else the utmost quantity as anybody among the complete universe, be your love and a spotlight” -Prince Gautam Siddhartha. Self-esteem is understanding of how much people value themselves and their abilities, skills, and accomplishments. People have confidence to confront challenges and overcome them. Their overall attitude and the health choices people make is influenced by their self-esteem.

Academic Self-Efficacy

An individual's trust in their capacity to adjust, execute, and direct execution in this manner to unravel a drag or achieve an assignment at an appointed degree of ability and ability. Academic Self-Efficacy alludes to a human conviction that they will with progress accomplish at an assigned level all through a specific instructive control. Academic Self-Efficacy alludes to a human (conviction) that they will with progress achieve at an appointed level on an instructional exercise task or accomplish a particular instructive objective.

Review of Literature

Alexander Desiatnikov (2014) checked on affirmed that emotion regulation is related with a wide variety of psychopathologies in center youth. A few methodological and calculated challenges in the literature were recognized and examined.

Zeidner, (1998, 2014) in his investigation it recommends that encountering unreasonable negative emotions concerning discovering and taking tests will obstruct academic execution, brief workforce dropout, and contrarily impact wellbeing

Reinhard Pekrun et. al. (2002) in "Academic emotions in students' self-directed learning and accomplishment: A program of subjective and quantitative research" figured that academic

emotions have to a great extent been surrendered by educational psychology. Anxiety was accounted for regularly. The outcomes demonstrated that academic responses are essentially connected with students' inspiration, learning strategies, psychological assets, self-regulation, and academic accomplishment, additionally on character and study hall predecessors.

Westefeld et. al. (2005), the examination uncovers that the broad results of emotional encounters are apparently reflected inside the lamentable quantities of suicides related with personnel or staff every year.

Rationale

Emotions and feelings are central to human life. They allow people to exist and achieve the fullness of their personality by motivating them towards that which is good. Many aspects of human beings work collectively to keep a balance in life. Therefore, the researcher has opted the topic related to Emotion Regulation and its effect on Self-Esteem and Academic Self-Efficacy among young adults. The age group from 14 to 18 year old experiences many changes which can be categorized into physiological, psychological, and biological changes. Such age group is in developing state and to understand the management of emotions and its effect would highlight few other things as well whether about self or academics. Therefore, the purpose is to find the interaction effect between the cognitive reappraisal & expressive suppression on the self-esteem and academic self-efficacy among young adults.

Methodology

Purpose: To study the effect of emotion regulation along with its two facets including cognitive reappraisal and expressive suppression on self-esteem and academic self-efficacy among young adults.

Hypothesis:

- There will be significant interaction effect of Emotion Regulation with its facets namely, Cognitive Reappraisal & Expressive Suppression on Self-Esteem among young adults
- There will be significant interaction effect of Emotion Regulation with its facets namely, Cognitive Reappraisal & Expressive Suppression on Academic Self-Efficacy among young adults

Sampling Profile:

The participants of the present research were a sample size of 100 young adults from Lucknow in the age range of 14 to 18 studying in school.

Variables:

- Independent variable (IV): Emotion Regulation including two facets i.e, Cognitive Reappraisal & Expressive Suppression.
- Dependent variables (DV): Self-Esteem and Academic Self-Efficacy.

Design:

- Ex-post facto research design

Method of sampling:

- Incidental sampling

Tools used:

- 1. Emotion Regulation:** The Emotion Regulation Questionnaire (ERQ) given by Abdul Gafoor K. and P. Muhammed Ashraf in 2006 with cognitive reappraisal ($\alpha = 0.89-0.90$) and expressive suppression ($\alpha = 0.76-0.80$) scores had satisfactory to exceptional degrees of interior consistency reliability.
- 2. Rosenberg Self-Esteem Scale (1965):** The Rosenberg Self-Esteem Scale (RSES), developed by the sociologist Rosenberg (1965), with high ratings in reliability areas; internal consistency was 0.77, minimum coefficient of reproducibility was at least 0.90. Test-retest reliability for the 2 weeks interval was calculated at 0.85.
- 3. Academic Self-Efficacy Scale (2006)**
Academic Self-Efficacy Scale is organized assessing the Academic Self-Efficacy of secondary school students based on the Self-Efficacy theory of Albert Bandura (1977) who positioned it inside the structure of Social Cognitive theory. It has Test-retest coefficient of correlation = .85 (N=30); Split half reliability of the size = .90 (N=370). Concurrent validity against 'General Self-efficacy scale' (Matthias & Ralf Schwarzer; 1979). $r = .68$ (N=58).

Results and Interpretation

Table 4.1 Showing the two-way ANOVA testing for Expressive Suppression and Cognitive Reappraisal on Self-Esteem

Dependent Variable: Self-Esteem

Sources of variation	Sum of Squares	Df	Mean Square	F	P
Expressive Suppression	455.085	19	23.952	4.201	.002
Cognitive Reappraisal	739.122	24	30.797	5.402	.000
Expressive Suppression* Cognitive Reappraisal	780.666	39	20.017	3.511	.004
Within Group	96.917	17	5.701		
Total	74171.000	100			

$$F(39,17) = 3.511, p = 0.004$$

Table 4.1 shows emotion regulation with interaction of its two facets i.e. Expressive Suppression and Cognitive Reappraisal have a statistically significant effect on “Self-Esteem” with p value (p=0.004).

Table 4.3 Showing the two-way ANOVA testing for Expressive Suppression and Cognitive Reappraisal on Academic Self-Efficacy

Dependent Variable: Academic Self-Efficacy

Source of variation	Sum of Squares	Df	Mean Square	F	P
Expressive Suppression	953.754	19	50.198	1.062	.454
Cognitive Reappraisal	2097.891	24	87.412	1.849	.098
Expressive Suppression* Cognitive Reappraisal	3775.044	39	96.796	2.047	.047
Within Group	803.833	17	47.284		
Total	1366905.000	100			

$$F(39,17) = 2.047, p = 0.047$$

Table 4.3 shows emotion regulation with interaction of its two facets i.e. Expressive Suppression and Cognitive Reappraisal have a statistically significant effect on the dependent variable, “Academic Self-Efficacy” with p value ($p=0.047$)

Discussion

The following study was conducted to analysis the effect of emotion regulation with its sides specifically, psychological cognitive reappraisal and expressive suppression on self-esteem and academic self-efficacy among young adults. Student life are typically nerve-racking and for a couple of students it causes mental distress. Besides being a heavy public health challenge, mental

distress will influence tutorial action. Today's younger generation represents the foremost necessary cluster of students in history.

The present study focuses on such population of younger generation and assessed the influence of revaluation and suppression of emotions on their self-esteem and their tutorial self-efficacy. The results show that there is significant effect caused by emotion regulation on self-esteem and academic self-efficacy among young adults.

The confined investigations interfacing positive emotions to activity show that satisfaction, idealism, and pride totally oblige students' academic self-efficacy, academic premium and vitality, and large activity (Pekrun et al., 2004). Valuable emotions are estimated to encourage strategy related occasions, and these exercises are certainly to deliver academic edges, altogether in light of the fact that the understudy moves towards foreseen objective (Davidson, Jackson, & Kalin, 2000; Rothbart; Bates, 2006). Fredrickson (1998, 2001) guided that positive emotions support academic capacity because of the advance investigating, bunch activity different materials and expanding potential methodologies of dividing issues.

The development from high school a very long time into early adulthood requires significant adjustments in various zones – monetary, settlement, network, in addition to emotive – and this progress period can cause social difficulties that some youthful grown-ups understanding as upsetting. It's additionally been kept up that the level of academics who understanding their understudy life as intellectually horrendous is rising (Nedregård and Olsen, 2014) consistent with the 2011 census, around one-fourth of the Indian population is adolescent (253 million). As per the National psychological state Survey of India (2015–2016), the prevalence of psychiatric disorders among adolescents (13–17 years) is reported around 7.3%. Yet, little or no attention has been paid to the psychological state problems with this age bracket. The prevalence and pattern of mental and behavioral disorders show a change during adolescence. The psychological state need of this population group is distinct from both children and adults. Nearly 50% of mature psychiatric disorders begin prior to the age of 14 years. Prior psychiatric disorders during childhood may act as predisposing or precipitating factor for mental disease during the adolescent period. These impairing psychiatric disorders emerge in approximately 20% of the adolescent population. India has the most important population of adolescents within the world being home to 243 million individuals aged 10-19 years.

Emotion regulation and psychological problems: Self-blame, acceptance, rumination, catastrophizing, and other blame are negative emotion regulation strategies which have a significant positive correlation with depressive/affective, anxiety problems, and avoidant personality/ADHD problems. Self-blame positively correlates with ODD. Catastrophizing also positively correlates with somatic problems, attention deficit hyperactivity problems/ODD, and antisocial personality/conduct problems. Except for attention deficit hyperactivity problems/ODD, other blame as a strategy correlates with somatic problems and antisocial personality/conduct problems. Similarly, positive emotion regulation strategies such as positive refocusing, refocus on planning, and positive reappraisal have a significant negative correlation with the above mentioned psychological problems.

The current research is a small attempt to add value to the area of emotion regulation in the population of 14 to 18 year old. Although the sample size was not enough to make it claim something on higher level but what it was ought to found was established. The 100 young adults from different boards and schools and areas with different background were participants of the present study. The results depicted significance of regulation of emotions and how they influence the lives of young adults. Hence, the purpose and objective of the current research was achieved with properly.

Conclusion

The finding of this research concludes that there is significant interaction effect of emotion regulation along with its facets cognitive reappraisal and expressive suppression on self-esteem and academic self-efficacy among young adults age group from 14 to 18 year old. The researcher has gone through many articles, journals, and research papers that consisted of the variables used in the research.

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