IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Assessing The Correlation Between Self-Efficacy And Emotional Regulation

RITU SHARMA [1]

B.Sc Psychology student, Department of psychology, School of Health Sciences, Sushant University, Gurgaon

ABSTRACT

The current study reports an investigation into the relationship between self-efficacy and emotional regulation. The research employed a variety of assessments, such as Self-Efficacy, Expressive Suppression Facet, Emotional Regulation, and Cognitive Appraisal, each with unique mean scores and standard deviations. Emotional Regulation Questionnaire and The General Self-Efficacy Scale were the instruments utilized. 150 participants (N=150) from reputable universities in the Delhi NCR made up the entire sample. Both male and female students were taken into consideration, and the participants ranged in age from 18 to 25 years. Random sampling was the basis for the sampling. Significant relationships between Emotional Regulation and Cognitive Appraisal as well as between Self-Efficacy and Emotional Regulation were found by the analysis. It was discovered that there was no significant correlation between cognitive appraisal and self-efficacy. These results imply that people who have higher levels of self-efficacy typically demonstrate more successful emotional regulation techniques. The study emphasizes how crucial it is to comprehend these relationships in the context of psychological health and raises possible issues for interventions meant to improve emotional control and self-efficacy. To better understand the underlying mechanisms causing these correlations and to create tailored interventions for people who struggle in either domain, more research may be necessary.

Keywords: *Emotional Regulation, Self-efficacy*

Introduction

Emotions are the cornerstone of our human experience, weaving their way into the fabric of our thoughts, motivations, and interactions with the world around us (Gross, 2015). They act as a double-edged sword, with positive emotions like joy and excitement propelling us forward and negative emotions like anger and sadness

leaving us feeling overwhelmed and disoriented. This is where emotional regulation comes into play – the ability to skillfully navigate and manage our emotions in a constructive way (Gross, 2015). Emotional regulation is a multifaceted competency encompassing a range of skills, from simply recognizing and understanding our emotions to altering our thoughts and behaviors in response to them (Gross, 2015). It empowers us to effectively navigate challenging situations, foster healthy relationships, and ultimately achieve our goals (Salovey et al., 2007).

For instance, emotional regulation allows us to approach a stressful situation at work with a sense of calm and collectedness, rather than succumbing to feelings of overwhelm or frustration. This ability to manage our emotions also extends to our personal lives, enabling us to maintain healthy and supportive relationships. By effectively regulating our emotions, we can communicate constructively, empathize with others, and navigate conflict in a productive manner.

This ability is not exercised in isolation. The degree to which we can regulate our emotions is heavily influenced by our level of self-efficacy, or our belief in our own capabilities (Bandura, 1986). Self-efficacy, a concept developed by social cognitive theorist Albert Bandura, refers to one's confidence in their ability to take specific actions necessary to achieve a desired outcome (Bandura, 1986). When it comes to emotions, self-efficacy translates to the belief that one can manage both positive and negative emotional states. This belief acts as a springboard for emotional regulation efforts. Individuals with high emotional self-efficacy are more likely to approach challenges with the mindset that they have the tools and resources necessary to cope effectively...

A person's confidence in their overall capacity to control their emotions is likely to rise if they engage in mindfulness techniques and discover that they are beneficial in reducing stress. Understanding this relationship is important because it is important for mental health and well- being. Research shows that low emotional intensity is linked to a number of negative outcomes. People who have less confidence in their ability to manage their emotions experience higher levels of anxiety and depression [2]. They may also have difficulty dealing with stress in a healthy way and may resort to negative avoidance or coping strategies, which can exacerbate long-term problems. However, research has shown that they have a greater ability to handle problems, escape from problems, and achieve academic and professional success.

Understanding this link is crucial for mental health and well-being. Research has shown that low emotional self-efficacy is associated with a number of negative outcomes. Individuals with lower confidence in their ability to manage emotions experience higher levels of anxiety and depression (Aldao et al., 2010). They may also struggle with healthy stress management, resorting to avoidance or unhealthy coping mechanisms such as substance abuse or social isolation, which can exacerbate problems in the long run (Aldao et al., 2010). Furthermore, low emotional self- efficacy can hinder academic and professional achievement. When individuals doubt their ability to regulate their emotions in challenging situations, they may be less likely to persevere through difficult tasks or take on new challenges. This can limit their growth and development both personally and professionally.

EMOTIONAL REGULATION

Emotion regulation involves the methods through which people control their emotions, determining when they feel them and how they express and experience them. Emotion regulation is performed in an automatic or controlled manner, either consciously or unconsciously, and through the application of emotion regulation strategies such as reappraisal, obsessive rumination, self-declaration, avoidance, and inhibition.

An essential component of human behavior, emotional regulation includes the ways in which people control and adjust their feelings in reaction to both internal and external stimuli. This complex concept is essential to psychological functioning because it affects a range of behavioral, emotional, and cognitive effects. To fully comprehend the intricacies of human behavior and mental health, it is imperative to comprehend the mechanisms behind emotional regulation. A wide range of techniques, from expressive suppression to cognitive reappraisal, are included in the category of emotional regulation. Each has a unique purpose in controlling emotional experiences and reactions. According to Gross (1998), expressive suppression is preventing outward emotional displays, but cognitive reappraisal entails reinterpreting the meaning of a situation to modify emotional responses. These regulation techniques have a profound effect on interpersonal connections, emotional experiences, and general wellbeing. Emotion regulation has been a focus in the study of psychological defenses (Freud, 1926/1959), stress and coping (Lazarus, 1966), attachment (Bowlby, 1969), and self-regulation (Mischel, Shoda, & Rodriguez, 1989). It is distinct from emotional experience itself, focusing on the modulatory efforts that come into play after the initial emotional response is triggered.

These efforts may involve changing the situation itself (e.g., removing oneself from a stressful environment), reinterpreting the situation (e.g., reframing a challenge as an opportunity), or altering one's thoughts or physiological responses to the situation (e.g., engaging in relaxation techniques). Research suggests that effective ER strategies are associated with a variety of positive outcomes, including greater well-being, academic success, and even financial security. The ability to regulate emotion is associated with greater well-being, income, and socioeconomic status. Personality and Individual Differences. (Carl, E., Mooy man, 2016). Research has demonstrated that individuals with strong emotional regulation skills tend to experience lower levels of anxiety and depression, exhibit better interpersonal communication and conflict resolution, and demonstrate enhanced cognitive flexibility and decision-making abilities (Balzarotti et al., 2018).

SELF-EFFICACY

Bandura (1977) developed the notion of self-efficacy, which describes people's confidence in their capacity to carry out the actions required to accomplish desired results. According to psychological studies, a person's self-efficacy is a major factor in determining their motivation, behavior, and mental health. A large body of research shows that self-efficacy has a significant impact on various domains, including academic achievement, health behaviors, and work performance (Bandura, 1994; Schwarzer & Jerusalem, 1995). High levels of self-efficacy are associated with greater perseverance in the face of challenges, more goal-setting behaviors, and a proactive

approach to problem solving (Zimmerman, 2000). Individuals who possess a strong belief in their academic abilities are more inclined to employ effective study techniques, actively seek out challenging tasks, and demonstrate resilience in the face of academic setbacks (Pajares & Schunk, 2001).

Furthermore, these self-efficacy beliefs have a significant impact on how individuals respond emotionally to stress and adversity, as higher levels of self-efficacy serve as a protective buffer against the negative effects of stress on mental well-being (Benight & Bandura, 2004). In essence, self-efficacy is a crucial psychological concept that forms the foundation of individuals' perceptions of their own capabilities, while also playing a pivotal role in shaping their behavior, motivation, and overall emotional state.

Self-Efficacy and Emotional Regulation

Self-efficacy and emotion regulation are fundamental psychological concepts that influence many aspects of people's behavior and well-being. The purpose of this article is to examine emotion regulation variables, focusing on their meaning, strategies, and effects of interventions, particularly those related to self-efficacy. People with high emotional self-efficacy can handle emotional situations with a sense of mastery and control, which gives them the ability to use different emotion regulation techniques to change how they feel about themselves. (Bandura, 1997; Caprara et al., 2008). Strong emotional self-efficacy, for instance, may give an individual confidence in their capacity to appropriately recognize and label their emotions, participate in cognitive reappraisal to reframe stressful events in a positive light, or apply relaxation methods to control feelings of worry or discomfort (Caprara et al., 2008; Bandura, 1997).

The resilience fosters adaptive coping strategies and protects against the development of mood disorders such as anxiety and depression (Caprara et al., 2008) Several studies have shown how important self-efficacy is in a variety of areas, such as professional performance, health- related behaviors, and academic achievement (Bandura, 1994; Schwarzer & Jerusalem, 1995). High self-efficacy is linked to more proactive problem-solving techniques, increased goal-setting behavior, and increased perseverance in the face of adversity (Zimmerman, 2000). High academic self-efficacy people, for example, are more likely to use productive study techniques, look for difficult assignments, and persevere in the face of academic setbacks (Pajares & Schunk, 2001). Additionally, people's emotional reactions to stress and adversity are influenced by their confidence in their own abilities, with higher levels of self-efficacy acting as a buffer against the detrimental effects of stressors on mental health outcomes (Benight & Bandura, 2004). In summary, self-efficacy is a crucial psychological concept that influences people's behavior, motivation, and mental health. It also forms the basis of how people perceive their own skills.

Literature review

- Karacam et al. (2019) highlighted the role of emotion regulation and self-efficacy in referees' decision-making and performance during sports events, highlighting their crucial role in handling stress and delivering fair judgments. The study employed a descriptive research design within a relational screening model, utilizing convenience sampling to select a sample of 328 referees, with 18.9% female and 81.1% male participants. Data collection tools included the Referee Self-Efficacy Scale (REFS) and the Referee Emotion Regulation Scale (RERS). The study found that female referees scored higher in emotion regulation and cognitive reappraisal, while male referees had an advantage in physical self-efficacy, indicating gender differences in referee performance and psychological factors.
- In the study by Zheng et al, (2007) the researchers investigated the relationships between emotion regulation (ER), self-efficacy, and L2 grit among EFL university professors. The study involved 356 EFL university professors who completed a web-based survey including measures of ER, self-efficacy, and L2 grit. Data analysis was conducted using structural equation modeling (SEM) to examine the relationships between these variables. The findings revealed that within the group of professors, reappraisal and attention deployment emerged as the most frequently utilized emotion regulation (ER) strategies, with instructional strategies ranking highest in self-efficacy beliefs. Regarding L2 grit, perseverance in teaching and passion and purpose in teaching were identified as significant factors. Additionally, the study noted satisfactory reliability for the L2 grit scale.

- Urquijo et al. (2019) conducted a study with a sample of graduates, primarily female, from diverse educational backgrounds and job sectors within the same university. The participants completed an online questionnaire that evaluated their emotion regulation, job search self-efficacy, proactivity, and different dimensions of career outcomes. The researchers utilized Structural Equation Modeling (SEM) with SPSS and AMOS software to analyze the proposed model. They followed a two-step approach, initially testing the measurement model and subsequently assessing the structural model. Various fit indices including CFI, RMSEA, and SRMR were employed to evaluate the model's fit. Furthermore, a bootstrapping procedure with 95% confidence intervals was carried out to investigate indirect effects. The results demonstrated a robust and favorable link between emotion regulation and career outcomes, where proactivity and job search self-efficacy acted as mediators in this association. Emotion regulation exhibited positive associations with different career dimensions, proactivity, and job search self-efficacy. Furthermore, proactivity and job search self-efficacy were positively associated with employment status, salary, and contract type.
- Farhangi et al. (2022) explores the intricate relationship between teacher emotion regulation, self-efficacy, work engagement, and anger management among English as a foreign language teacher. Emotion regulation plays a crucial role in the teaching profession, impacting teacher well-being, classroom climate, and student outcomes The research gathered information from 581 English as a

foreign language teacher via an online platform, guaranteeing a varied sample in terms of age and teaching background. The investigators employed the Language Teacher Emotion Regulation Inventory, Teacher Sense of Efficacy Scale, Emotion Regulation Questionnaire, and Trait Anger Scale to assess the variables under investigation. Structural Equation Modeling (SEM) was utilized for data analysis and model testing. The statistical analysis demonstrated significant connections among teacher emotion regulation, self-efficacy, work engagement, and anger management in the study participants. The model fit indices, such as the chi-square/df ratio, RMSEA, NFI, GFI, and CFI, indicated a strong fit for the proposed model. These results emphasize the significance of these factors in comprehending teacher well-being and professional efficacy within the realm of language teaching.

- Itziar Urquijo et.al (2019) The study aimed to explore the connections among emotion regulation, proactivity, job search self-efficacy, and career outcomes. Data were gathered using a self-administered online survey, underscoring the significance of employing validated instruments for measurement in subsequent studies to improve the applicability of results. The research underscored the positive links between emotion regulation, proactivity, job search self-efficacy, and various facets of career outcomes such as employment status, salary, and contract type. The authors also recognized the constraints of their sample, primarily comprising female graduates from the same institution, and proposed the necessity for longitudinal and experimental investigations to establish causal links. Furthermore, they suggested the inclusion of additional variables like reemployment crafting and financial strain in future research to offer a more comprehensive insight into the job search process and its implications for career outcomes.
- Taimour Khamoshi Darmarani (2020) The study utilized a descriptive correlational approach to examine the factors impacting death anxiety among cancer patients. A sample of 951 cancer patients from Ayatollah Taleghani Hospital in Kermanshah was included in the research. Data collection involved the implementation of three primary instruments: the Templer Death Anxiety Scale, the Gross and John Emotional Self-Regulation Questionnaire, and the Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs & Rogers Self-Efficacy Questionnaire. The results of the study revealed a significant predictive association between emotional self-regulation, self-efficacy, and death anxiety in cancer patients, consistent with existing literature in the field.

METHODOLOGY

Aim:

The study aims to investigate whether there would be a relationship of emotional regulation and self-efficacy

Objective:

- To discover how college students' self-efficacy affects their ability to regulate their emotions.

- To look into how self-efficacy and emotional management techniques relate to one another
- To identify the contributing factors in college students' emotional dysregulation and low self-efficacy.

Hypothesis

H_1: There would be a negative relation between emotional regulation and self-efficacy.

H_2: There would be a negative relation between cognitive reappraisal facet and self-efficacy.

H_3: There would be a negative relation between expressive suppression facet and self-efficacy.

RESEARCH DESIGN

Present study employs from descriptive and correlational research design.

SAMPLE

The sample consisted from the University students. The sample size of the study was calculated based on Z-value of normal distribution curve. The sample size of the study is 150 participants (N=150) and the data was gathered using convenience sampling technique.

INCLUSION CRETERIA

- University students of all the Department.
- Age range between 18 and 25 years old.
- Both male and female students.

EXCLUSION CRETERIA

- Non- University students.
- Student aged over 30 years.

TOOLS USED

EMOTIONAL REGULATION QUESTIONNAIRE (ERQ)

This emotional regulation questionnaire The capacity to control emotion is important for human adaptation. Questions about the neural bases of emotion regulation have recently taken on new importance, as functional imaging studies in humans have permitted direct investigation of control strategies that draw upon higher cognitive processes difficult to study in nonhumans. The scale developed by Gross, J.J., & John, O.P. (2003) A 10-item scale designed to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal and (2) Expressive Suppression. Respondents answer each item on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). The realiabity and validity of test was high

THE GENERAL SELF-EFFICACY SCALE (GSE)

The general self efficacy scale developed in 1979 by Matthias Jerusalem and Ralf SchwarzerThe scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life The construct of Perceived Self-Efficacy reflects an optimistic self-belief (Schwarzer, 1992). This is the belief that one can perform a novel or difficult tasks, or cope with adversity -- in various domains of human functioning. Perceived self-efficacy facilitates goal-setting, effort investment, persistence in face of barriers and recovery from setbacks. It can be regarded as a positive resistance resource factor. Ten items are designed to tap this construct. Each item refers to successful coping and implies an internal-stable attribution of success. Perceived self-efficacy is an operative construct, i.e., it is related to subsequent behavior and, therefore, is relevant for clinical practice and behavior change the reliability and validity Cronbach's alphas ranged from
.76 to .90, with the majority in the high .80s. The scale is unidimensional.

PROCEDURE:

Using convenient sampling, the researcher approached the participants who were eligible in participating in the study. Written informed consent were taken from the participants to ensure that they were willing to take part in the study. The participants were briefed about the study and their queries were addressed to their satisfaction. They were also asked to fill socio-demographic details. Participants will be informed that the data collected will be kept confidential and will be used for research purpose only.

STATISTICAL ANALYSES:

The acquired finding were analysed using a computer software application SPSS. The analysis was carried out in three phases:

- **NORMALITY TEST:** the data normality was assessed using frequency distribution of the variables.
- **DESCRIPTIVE STATISTICS:** the descriptive of the data collected were calculated using mean and standard deviation
- **INFERENTIAL STATISTICS:** The correlational analysis used in the current study in gender differences.

RESULT

TABLE1: Shows the overall frequency mean, standard deviation and values of variables

	Mean	SD	Emotional Regulation	Expressive Suppression Facet	Cognitive Appraisal	Self Efficacy
Emotional Regulation	45.2800	11.62393	1	.818**	.915**	.179*
Expressive Suppression Facet	17.6333	5.47774		1	.517**	.054
Cognitive Reappraisal	27.6467	7.80392			1	.229**
Self Efficacy	30.5000	6.30942				1

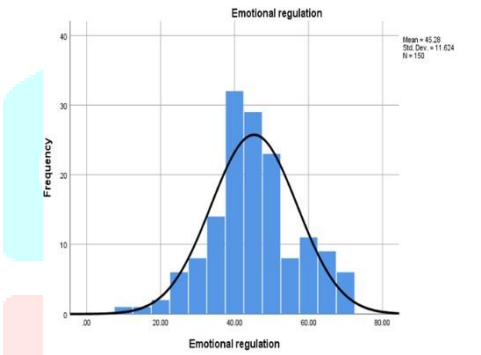

Figure 1: Emotional regulation

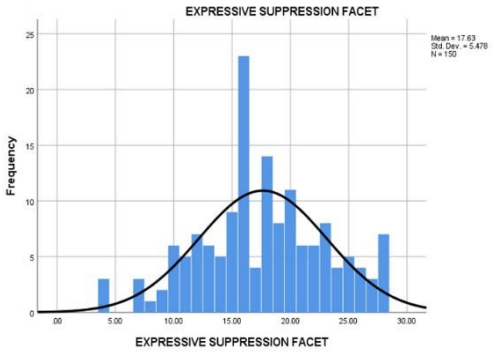

Figure 2: Expressive Suppression Facet

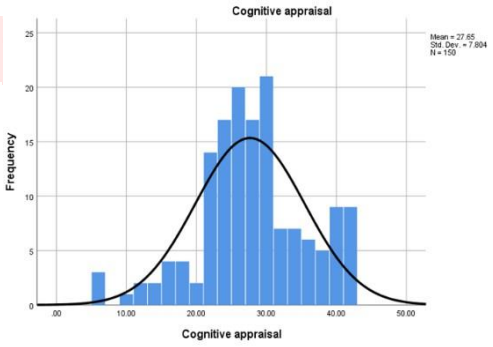

Figure 3: Cognitive appraisal

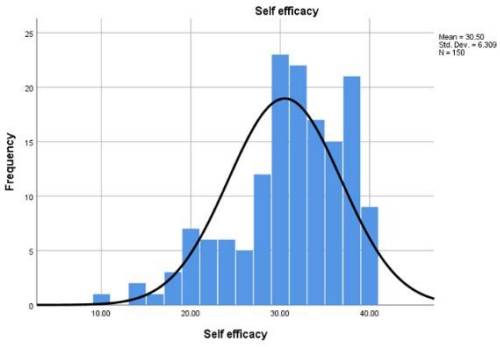

Figure 4: Self Efficacy

Using Pearson's correlation coefficients, this study examines the relationships between Emotional Regulation (EM), Expressive Suppression Facet (ESE), Cognitive Reappraisal (CR), and Self-Efficiency (SE). Emotional Regulation has an average score of 45.28 with a standard deviation of 11.62393, according to the descriptive data. The average scores for Cognitive Reappraisal are 27.6467 (SD = 7.80392), Self-Efficiacy is 30.5000 (SD = 6.30942), and Emotional Self-Efficacy is 17.6333 (SD = 5.47774).The correlation coefficient (sometimes denoted by the letter "r") quantifies the strength and direction of the relationship between two variables. For example, the correlation between emotional regulation and self-efficacy is r=.179.

The correlational analysis reveals a weak positive correlation of .179 between EM and SE (Self-esteem), indicating a slight tendency for higher emotional intelligence to be associated with higher self-esteem. There is two subdivision of emotional regulation that is coginative reappraisal and Expressive Suppression Facet . The correlation analysis indicates a highly positive correlation between Emotional Regulation and Cognitive Reappraisal ($r = .915$, $p <$
.01), indicating a meaningful connection where greater emotional regulation ability is linked to more successful cognitive reappraisal techniques. Emotional Regulation is strongly correlated with Expressive suppression facet ($r = .818$, $p < .01$), suggesting that improved emotional control is associated with greater confidence in effectively managing one's emotions. A more modest, yet statistically significant, correlation is observed between Cognitive Reappraisal and Self-Efficacy ($r = .229$, $p < .01$), as well as between Emotional Regulation and Self-Efficacy ($r = .179$, $p < .05$), reflecting a positive association but with less impact compared to other relationships.

Discussion

The analysis indicates a weak but statistically significant positive correlation ($r = .179$, $p < .05$) between Emotional Regulation and Self-Efficacy. This suggests that better emotional regulation modestly enhances one's self-efficacy. Emotional regulation involves the ability to monitor, evaluate, and modulate emotional reactions, and it plays a critical role in various life outcomes including decision-making, stress management, and social interactions. The relatively weak correlation observed here implies that while emotional regulation is beneficial, it is not the sole or most potent influence on self-efficacy. This aligns with psychological theories, such as those proposed by Bandura, which argue that self-efficacy is shaped by a complex array of factors including personal experiences, social persuasion, and physiological states, in addition to emotional control.

This finding has practical implications across multiple domains. In educational settings, incorporating emotional regulation training could help students better manage academic pressures, thereby boosting their efficacy in educational pursuits. Clinically, enhancing emotional regulation could support better management of psychological challenges, contributing to improved therapeutic outcomes. In the workplace, training aimed at bolstering emotional regulation might lead to enhanced job performance and satisfaction. However, it's important to consider the study's limitations. The weak effect size highlights the possibility that factors not measured in this study might have more substantial impacts on self-efficacy. Additionally, the study's cross-sectional nature restricts the ability to draw causal conclusions from the data. Future research should therefore employ longitudinal designs to explore the directionality and causality of these relationships more thoroughly. Future studies might also explore potential mediators or moderators such as personality traits, social environments, or specific coping strategies to provide a more comprehensive understanding of the relationship between emotional regulation and self-efficacy.

CONCLUSION

The analysis of the data in the table leads to a conclusion that emphasizes the importance of the relationship between emotional regulation and self-efficacy in the context of psychological functioning. The results show a strong relationship between these two constructs, indicating that people who have higher levels of self-efficacy also typically exhibit more successful emotional regulation techniques. This relationship is consistent with theories already in place, such as Bandura's Social Cognitive Theory, which holds that people are more likely to use adaptive coping strategies, such as emotional regulation, if they feel they have control over their surroundings and can accomplish their goals. The findings also demonstrate how cognitive appraisal mediates the link between emotional regulation and self-efficacy. The process through which people assess and interpret the significance of a particular situation is known as cognitive appraisal, and it has been connected to both emotional regulation techniques and self-efficacy beliefs. Given the strong relationship found between cognitive appraisal and emotional regulation, it is possible that people with higher levels of self-efficacy will evaluate stressors more favorably, which will help them better control their emotions. It is noteworthy, nevertheless, that the current study's findings regarding the correlation between self-efficacy and cognitive appraisal were not statistically significant. This implies that self-efficacy might not directly affect cognitive appraisal, but it might indirectly affect emotional regulation through cognitive processes. This result emphasizes how intricately these constructs relate to one another and emphasizes the need for more investigation to clarify the underlying mechanisms.

Reference

1. Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation (2nd ed., pp. 3–20). Guilford Press.

2. Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.

3. Caprara, G. V., & Steca, P. (2005). Self-efficacy beliefs as determinants of prosocial behavior conducive to life satisfaction across ages. *Journal of Social and Clinical Psychology*, 24(2), 191–217.

4. John, O. P., & Gross, J. J. (2004). Healthy and unhealthy emotion regulation: Personality processes, individual differences, and life span development. *Journal of Personality*, 72(6), 1301–1334.

5. Lopes, P. N., Salovey, P., & Straus, R.(2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences*, 35(3), 641–658.

6. Ochsner, K. N., & Gross, J. J. (2005). The cognitive control of emotion. *Trends in Cognitive Sciences*, 9(5), 242–249.

7. Zimmerman, B. J.(2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.

8. Schunk, D. H., & Ertmer, P. A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 631–649). Academic Press.

9. Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. (2007). The role of emotion regulation in children's early academic success. *Journal of School Psychology*, 45(1), 3–19.

10. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103.

11. Anderson, E. S., Winett, R. A., & Wojcik, J. R. (2007). Self-regulation, self-efficacy, outcome expectations, and social support: Social cognitive theory and nutrition behavior. *Annals of Behavioral Medicine*, 34, 304–312.

12. Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21, 193–218.

13. Ayduk, O., & Kross, E. (2010). From a distance: Implications of spontaneous self-distancing for adaptive self-reflection. *Journal of Personality and Social Psychology*, 98(5), 809–829.

14. Bonanno, G. A., & Burton, C. L. (2013). Regulatory flexibility: An individual differences perspective on coping and emotion regulation. *Perspectives on Psychological Science*, 8(6), 591–612.

15. Caprara, G. V., Gerbino, M., & Mebane, M. E. (2022). Self-efficacy beliefs in managing positive emotions: Associations with positive affect, negative affect, and life satisfaction across gender and ages. *Frontiers in Human Neuroscience*, 16, Article 927648.

16. Wenzel, M., Rowland, Z., & Kubiak, T. (2021). Examining five pathways on how self-control is associated with emotion regulation and affective well-being in daily life. *Journal of Personality*, 89(3), 451–467.

17. Clauss, K., & Bardeen, J. R. (2020). Addressing psychometric limitations of the attentional control scale via bifactor modeling and item modification. *Journal of Personality Assessment*.

18. Bridgett, D. J., Burt, N. M., Laake, L. M., & Oddi, K. B. (2013). Maternal self-regulation, relationship adjustment, and home chaos: Contributions to infant negative emotionality. *Infant Behavior and Development*, 36(4), 534–547.

19. Calkins, S. D., & Hill, A. (2007). Caregiver influences on emerging emotion regulation: Biological and environmental transactions in early development. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 229–248). Guilford Press.

20. Tabibnia, G., & Radecki, D. (2018). Resilience training that can change the brain. *Consulting Psychology Journal: Practice and Research*, 70(1), 59–88.

21. Ayduk, O., & Mischel, W. (2002). Attentional mechanisms linking rejection to hostile reactivity: The role of "hot" vs. "cool" focus. *Psychological Science*, 13(5), 443–448.

22. Bonanno, G. A. (2021). The resilience paradox. *European Journal of Psychotraumatology*.

23. Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362.

24.Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, 4(3), 197–208.

25. Mu, F. Z., Liu, J., Lou, H., & Zhu, W. D. (2020). How breaking a sweat affects mood: The mediating role of self-efficacy between physical exercise and emotion regulation ability. *PLOS ONE*.