Emotional regulation among postgraduate students at kalyani university

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Abstract-

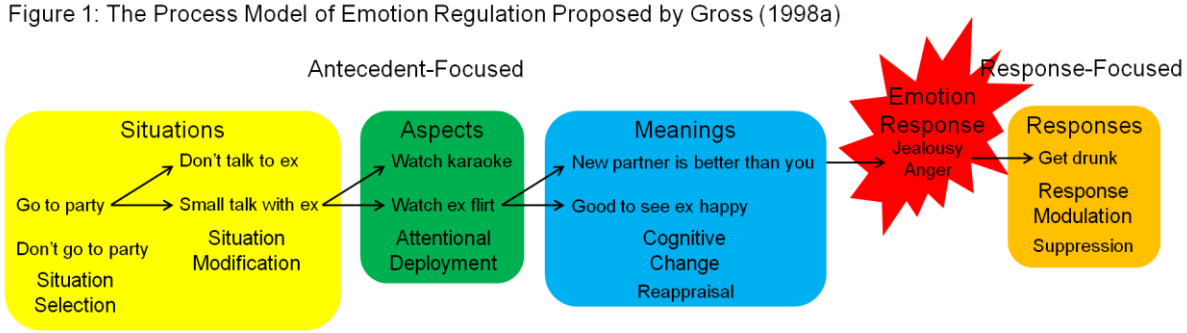
Emotional Regulation is the ability to understand, control, and express our own's emotions. It is an overall physical and mental well-being. It involves various actions or behavior such as ways to reduce anger, frustrations, and anxiety, ways to hide one's fear and sadness, and ways to focus and express happy things. Emotional Regulation is a motivational process. This process can be used to change one's own and others' emotions. The purpose of this study has to measure Emotional Regulation among postgraduate students at Kalyani University. It is a survey study. The sample has been selected from different departments of Kalyani university. Of 141 Postgraduate students have been selected purposively. The researcher has used a self-made questionnaire as a tool. Quantitative data have been analyzed using mean, S.d., and 't-test methods. Findings of this study significant differences in Emotional Regulation between males and females and between rural males and rural females. Other findings have No significant difference in Emotional Regulation with respect to the joint and nuclear family, urban and rural, science and arts, science and B. Tech, arts, and B. Tech, and urban male and urban female students.

***Key Words*: Emotional Regulation, Post Graduate Students**

I.INTRODUCTION

Emotion is a mental state that originates from different parts of the cerebral cortex. It involves thinking, feeling, behavior response, pleasure, and unpleasure activity. Emotional Regulation is the term used to explain how a person manages and responds to their emotions. James Gross invents this term and explained it in his theory, 'Regulating your emotions'. Emotional Regulation has been discussed since the starting 1990. The philosopher Epictetus gave tips on how to manage unhelpful emotions, and his advice is still contemporary two millennia later. Emotional Regulation is a type of ability by which an individual unconsciously copes with various difficult situations. Emotional Regulation is knowing when to express an emotion (Gross,1998[10]. This ability monitors one's emotions, evaluates them, and modifies them as needed. Emotional Self-Regulation is not an innate ability; it can be learned and developed over time (Bethany, 2021[4]. This process plays an effective role in maintaining one's attention on a task. Through Emotional Regulation, we can suppress our inappropriate behavior. We constantly interact with different types of stimuli, emotions are involved in this interaction process. Therefore, if a person does not understand and control his emotions, it will create an imbalanced situation. Emotional Regulation is a voluntary and effortful process, its forms are spontaneous (Bargh & Williams, 2007[2]; koole & Kuhl,2007 [12]; Mauss, Bunge [13], Gross, 2007[10] and there are some forms depending on the neuro-biological and psychological system. While researching emotions at Stanford University, Gross said that emotions are short-term response that affects the body and behavior. He believes that emotions can be amended and modified to determine the ultimate emotional response. Emotional Regulation concerns the modulation of emotions in order to change when and how emotions are experienced. Gross,1998, 2002, developed the process model of emotion regulation. Gross, (1998) describes five types of emotional regulation strategies in his model such as- situation selection, situation modification, attentional deployment, cognitive change, and response modulation.

Figure 1: The Process Model of Emotion Regulation Proposed by Gross (1998a)



(source: sites.tufts.edu)

Emotional Regulation strategies greatly influence how we live socially (Webb et al,2012; Cameron et al,2017) [17]. Davidson (1998) states that every person always engages in some kind of emotion regulation strategy.

II. REVIEW OF LITERATURE

Peixoto, Gondin & Pereira (2022) [14], conducted a study of Emotion Regulation, Stress, and Well-Being in Academic Education: Analysing the Effect of Mindfulness-Based Intervention. The aim of this study was to analyse the effects of mindfulness practices on emotion regulation, the perception of stress, and the psychological well-being of graduate students. 45 graduate students made up the sample for this study, which was split into an intervention and a control group. Together with qualitative interviews conducted before and after a mindfulness-based intervention, questionnaires for self-assessment of mindfulness, perceived stress, and psychological well-being were used. The thematic content method was used to examine the interviews, while ANOVAs for repeated measures were used to analyse the quantitative data. The findings showed a decrease in perceived stress and an improvement in mindfulness and psychological well-being.

Katana, Rocke, Spain & Allemand (2019) [11], conducted a study of Emotional Regulation, Subjective Well-being & Perceived Stress in Daily Life of Geriatric Nurses". The aims of this study examined the within-person coupling between four emotion regulation strategies and both subjective well-being and perceived stress in daily life of geriatric nurses. 89 geriatric nurses made up the sample for this study, which used a convenience sampling strategy. The geriatric nurses were between the ages of 17 and 60 (M = 43.48 years, SD = 11.25). Seven nurses failed to provide their age. Two nurses, both under the age of 24, were enrolled in a vocational school. There were 77 female nurses, six male nurses, and six nurses who did not specify their gender. The marital status of the geriatric nurses was as follows: 28 were married, 39 were single, 16, were divorced or separated, 1, was widowed, and 5, did not state their marital status. The Emotion Regulation Questionnaire's four items were used to assess emotional control (ERQ; Gross and John, 2003). Items were slightly reworded to make them fit for daily administration because the ERQ is a measure of dispositional emotion regulation methods, in accordance with the method used by Nezlek and Kuppens (2008). A multilevel model with random intercepts and slopes was used to analyse this investigation. According to the descriptive study, the geriatric nurses had an experience level ranging from 1 to 39 years, or an average of 17.15 years (SD = 10.7). Job experience was strongly correlated with age, as one might anticipate (r = 0.57, p 0.001). The sample's average employment rate was 82.6% (SD = 16.36), with full-time nurses as well as part-time nurses employed on a 30% contract. In 55% of the study's days, nurses were at work. Night shifts worked by 17% of the geriatric nurses. Adherence to the daily procedure was not significantly connected with perceived daily stress (r = -0.11, p = 0.31). The daily reappraisal of positive emotions was also discovered to be positively associated to positive affect (b = 0.09, SE = 0.03, p 0.001) and cognitive well-being (b = 0.09, SE = 0.03, p 0.01) and negatively connected to negative affect (b = -0.09, SE = 0.03, p 0.01). Reappraisal of unpleasant emotions did not correlate with any subjective well-being indicator in a statistically meaningful way within an individual ($p > 0.05$). According to the results of the study on suppression techniques, daily suppression of happy emotions was associated with negative affect (b = -0.11, SE = 0.02, p 0.001) and cognitive well-being (b = -0.12, SE = 0.02, p 0.001). Reappraisal of unpleasant emotions did not correlate with any subjective well-being indicator in a statistically meaningful way within an individual ($p > 0.05$). no relationships that are statistically significant except than a correlation between negative affect and the person-mean of suppressing happy feelings (b = 0.24, SE = 0.08, $p < 0.01$).

Zelkowitz & Cole (2016) [18], conducted a study on Measures of Emotional Reactivity & Emotional Regulation: convergent and discriminal validity". The aims of this study examine the validity of four emotion-regulation and three emotion-reactivity instruments (with a total of 27 subscales) across three independent samples of university students. The Regulation of Emotions Questionnaire (REQ; Phillips & Power, 2007), the DERS, and a sample of 715 people were used in this study. The ERS, EIS, and the Affect Intensity and Reactivity Scale for Youth were used as EReact measures (AIR-Y; Jones, Leen-Feldner, Olatunji, Reardon, & Hawks, 2009). Emotion regulation and reactivity subscales are commonly loaded into the same factor in this study's findings, but subscales from the same measure are frequently loaded onto distinct factors. reflecting what we refer to as an "out-of-control" element Many subscales from the EReg, EReact, and coping measures made up the negative emotion's subscale. A different collection of subscales from measurements of EReg, EReact, and coping were found to reflect a second element that we refer to as Emotional Awareness and Expression. Also, a third factor that we have named Cognitive Strategies for Emotion Regulation emerged, on which subscales loaded from coping and EReg measurements. These factors are strongly correlated, which indicates orthogonality.

II. STATEMENT OF THE PROBLEM

The problem was entitled "Emotional Regulation among postgraduate students at Kalyani University.

III. SIGNIFICANCE OF THE STUDY

Emotions are involved in every activity of a person. Therefore, it is necessary to have the ability to understand and control one's emotions. Emotional Regulation skills can improve workplace performance, enhance long-term well-being and enhance personal relationships. Calkins explained that Emotional Regulation is important to academic achievement and preparation for institutionalization and mental health. Without Emotion Regulation, students cannot establish positive student-teacher and peer-to-peer relationships. If students cannot express themselves or manage their feelings in age-appropriate ways, there is a risk of social rejection. For this reason, researchers want to measure the emotional regulation of postgraduate students to see if they are able to express and manage their emotions in a suitable manner. Also want to see if there is any difference in emotional regulation among students with respect to the locality, gender, stream, and type of family.

IV. OBJECTIVES

- To find out the Emotional Regulation of PG-level students at Kalyani University.
- To find out the difference between male and female students based on their Emotional Regulation.
- To find out the difference between urban and rural students based on their Emotional Regulation.
- To find out the difference between science, arts, and b. tech students based on their Emotional Regulation.
- To find out the difference between joint and nuclear family students based on their Emotional Regulation.

V. HYPOTHESES

Ho1: There is no significant difference between male and female students based on their Emotional Regulation.

Ho2: There is no significant difference between rural and urban students based on their Emotional Regulation.

Ho3: There is no significant difference between rural male and rural female students based on their Emotional Regulation.

Ho4: There is no significant difference between urban male and urban female students based on their Emotional Regulation.

Ho5: There is no significant difference between science and art students based on their Emotional Regulation.

Ho6: There is no significant difference between science and b. tech students based on their Emotional Regulation.

Ho7: There is no significant difference between arts and b. tech students based on their Emotional Regulation.

Ho8: There is no significant difference between joint and nuclear family students based on their Emotional Regulation.

VI. METHODOLOGY

Sample: In this research sample has consist of 141 postgraduate students from different departments at Kalyani University. They are selected through the purposive sampling method.

Gender	Locality	Stream			Type of family		Total of sample
		Science	Arts	B. Tech	Nuclear	joint	
Male	Urban	6	13	6	12	13	77
	Rural	5	40	7	23	29	
Female	Urban	0	19	0	12	7	64
	Rural	0	45	0	25	20	
Total		11	117	13	72	69	141

Total no of sample:141

Tools: This research has used a self-made questionnaire. There is a total of 25 items in this test, of which 15 are positive items and 10 are negative items. The nature of tools is close-ended and dichotomous (yes/no). The validity of the questionnaire is measured by expert opinion.

Statistical Procedure: After data collection by questionnaire the scores for each item are added together to create a test score for the participants. Data has been analyzed through descriptive statistics i.e. mean, standard deviation, and inferential statistics i.e. 't'-test. The significance level was taken as 0.05.

VII. ANALYSIS AND INTERPRETATION OF THE DATA

Emotional Regulation of postgraduate students

Table:1

Total sample	Total score	Mean	Sd
141	25	15.1773	3.251997

Table: 1 depicts that the students have 15.1773 arithmetic mean scores and 3.251997 standard deviations of their Emotional Regulation level. It is likely mentioned that students' Emotional Regulation is average.

Emotional Regulation of postgraduate students based on their gender

To measure Emotional Regulation, the mean and s.d of postgraduate students based on their gender were calculated, and 't-test were conducted to find out whether there was any difference between the two groups.

Table:2

Total Sample	Number	Mean	Sd	df	t value	Level of Significance
Female	64	15.95313	2.978386	139	2.6370	Significance at 0.5 Level
Male	77	14.53247	3.346579			

The mean and standard deviation of Emotional Regulation of female students are 15.953 & 2.97 and for male students are 14.532 & 3.34. When their differences in means were tested for the significance of the difference between means, we get a t- value of 2.6370 which is more than the values for 0.5 levels of significance which means the null hypothesis is rejected.

Emotional Regulation of postgraduate students based on their locality

To measure Emotional Regulation, the mean and standard deviation of postgraduate students based on their locality were calculated, and 't-test were conducted to find out whether there was any difference between the two groups. Also calculated is whether there is any difference between rural males and rural females and urban males and urban females. The obtained values are shown in the tabulate below

Table:3

Locality	Number	Mean	Sd	df	t value	Level of Significance
Rural	97	15.06122	3.138771	139	0.6421	No Significance at 0.5 Level
Urban	44	15.44186	3.520703			

The mean and standard deviation of Emotional Regulation of rural students are 15.061 & 3.138 and urban students are 15.441 & 3.520. When their differences in means were tested for the significance of the difference between means, we get a t- value of 0.6421 which is less than the values for 0.5 levels of no significance which means the null hypothesis is accepted.

Table:4

Locality	Number	Mean	Sd	df	t value	Level of significance
Rural Male	52	14.40385	3.10761	95	2.2367	Significance at 0.5 Level
Rural Female	45	15.80435	3.037686			

The mean and standard deviation of Emotional Regulation of rural male students are 14.403 & 3.107 and rural female students are 15.804 & 3.037. When their differences in means were tested for the significance of the difference between means, we get a t- value of 2.2367 which is more than the values for 0.5 levels of significance which means the null hypothesis is rejected.

Table:5

Locality	Number	Mean	Sd	df	t value	Level of significance
Urban Male	25	14.8	3.851407	42	1.4540	No significance at 0.5 Level
Urban Female	19	16.33333	2.86972			

The mean and standard deviation of Emotional Regulation of urban male students are 14.8 & 3.851 and urban female students are 16.33 & 2.869. When their differences in means were tested for the significance of the difference between means, we get a t- value of 1.4540 which is less than the values for 0.5 levels of no significance which means the null hypothesis is accepted.

Emotional Regulation of postgraduate students based on their stream

To measure Emotional Regulation, the mean and standard deviation of postgraduate students based on their stream were calculated, and 't-test were conducted to find out whether there was any difference between the three groups (science and arts, science and b. tech, arts and b. tech). The obtained values are shown in the tabulate below

Table:6

Stream	Number	Mean	Sd	df	t value	Level of significance
Science	11	13.90909	2.700168	126	1.2700	No significance at 0.5 Level
Arts	117	15.18803	3.232197			

The mean and standard deviation of Emotional Regulation of science students are 13.909 & 2.700 and arts students are 15.188 & 3.232. When their differences in means were tested for the significance of the difference between means, we get a t- value of 1.2700 which is less than the values for 0.5 levels of no significance which means the null hypothesis is accepted.

Table:7

Stream	Number	Mean	Sd	df	t Value	Level of Significance
Science	11	13.90909	2.700168	22	1.6638	No significance at 0.5 Level
B. Tech	13	16.15385	3.71587			

The mean and standard deviation of Emotional Regulation of science students are 13.909 & 2.700 and B. The students are 16.153 & 3.715. When their differences in means were tested for the significance of the difference between means, we get a t- value of 1.6638 which is less than the values for 0.5 levels of no significance which means the null hypothesis is accepted.

Table:8

Stream	Number	Mean	Sd	df	t Value	Level of Significance
ARTS	117	15.18803	3.232197	128	1.0070	No significance at 0.5 Level
B. TECH	13	16.15385	3.71587			

The mean and standard deviation of Emotional Regulation of arts students are 15.188 & 3.232 and B. Tche students are 16.153 & 3.715. When their differences in means were tested for the significance of the difference between means, we get a t- value of 1.0070 which is less than the values for 0.5 levels of no significance which means the null hypothesis is accepted.

Emotional Regulation of postgraduate students based on their type of family

To measure Emotional Regulation, the mean and standard deviation of postgraduate students based on their type of family were calculated, and 't-test were conducted to find out whether there was any difference between the three groups (joint and nuclear). The obtained values are shown in the tabulate below

Table:9

Family Type	Number	Mean	Sd	df	T value	Level of Significance
Joint Family-(69)	69	14.67143	3.33502	139	1.8505	not quite significant at 0.5 Level
Nuclear Family-(72)	72	15.67606	3.111153			

The mean and standard deviation of Emotional Regulation of joint family students are 14.671 & 3.335 and nuclear family students are 15.676 & 3.111. When their differences in means were tested for the significance of the difference between means, we get a t-value of 1.8505 which is less than the values for 0.5 levels of no significance which means the null hypothesis is accepted.

VIII. FINDINGS

- University students have been found to possess average levels of Emotional Regulation.
- There is a significant difference between Emotional Regulation based on gender and rural males and rural female.
- There is not a significant difference between the various sub-samples Locality, Stream, and Type of family.
- The Emotional Regulation of female (15.95313) students is better than male students (14.53247).
- The Emotional Regulation of rural females (15.80435) is better than males' student (14.40385).

IX. DISCUSSION

The findings of the study indicate that postgraduate students have better Emotional Regulation. People learn to control their emotions and manage them in socially acceptable ways according to their development. By late childhood children already have the ability to adapt their responses to situations and express those emotions that would be well accepted in social settings and control those that are reprehensible (Sabatier et al, 2017[15]. These research findings have also shown that the Emotional Regulation of female (15.95313) students is better than male students (14.53247). We know that girls are more involved in social activities and are better at forming social relationships. Other research shows that men have greater scores than women in impulse control difficulties (Bytamar et al. 2020[6], that is girls can control their emotions better than boys. Managing our emotions is important for our well-being (Webb et al. 2012) [17]. The current work, in general, attests to the significant expansion and vibrancy of contemporary research on emotion regulation. People with high emotional regulation have greater self-reflection and emotional awareness (Barrett et al., 2001[3]; Brown et al., 2007[5]. The stronger a person's ability to control emotions, the more prosperous his mental health will be. Emotion regulation ability helps to reduce anger, and anxiety, locate visible targets of sadness or fear, and increases the ability to focus on things that make you feel happy or calm.

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