A STUDY ON THE INFLUENCE OF SELF ESTEEM UPON EMOTIONAL REGULATION OF UNDERGRADUATE STUDENTS

Dissertation submitted to Christ College (Autonomous) in partial fulfilment of the requirements for the award of the degree of Bachelor of Science in Psychology

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<u>BONA-FIDE CERTIFICATE</u>

This is to certify that the dissertation entitled, **"A STUDY ON THE INFLUENCE OF SELF ESTEEM UPON EMOTIONAL REGULATION OF UNDERGRADUATE STUDENTS"** is a bona-fide record of research work carried out by Ms. **HANA IQBAL**, Register no: **CCASSPY003**, during the sixth semester of B.Sc. Psychology of the academic year 2018-2021.

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Submitted for the examination held on   ……………………………………

INTERNAL EXAMINER   **EXTERNAL EXAMINER**

<center>**DECLARATION**</center>

I hereby declare that the dissertation work entitled **"A STUDY ON THE INFLUENCE OF SELF ESTEEM UPON EMOTIONAL REGULATION OF UNDERGRADUATE STUDENTS"** submitted to the University of Calicut, in partial fulfilment of the requirement for the award of the Degree of Bachelor of Science in Psychology is the record work done by me under the supervision of Ms. Ann Maria Vincent, Assistant Professor, Department of Psychology, Christ College (Autonomous) Irinjalakuda. This is not formed as the basis for the award of any degree/diploma (Associate ship) fellowship or other similar title to any candidate of any university.

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"Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for"

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ABSTRACT

The present study examined about the relationship between emotional regulation and self-esteem among undergraduate students. These traits were measured by using John & Gross' Emotion Regulation Questionnaire and Rosenberg's Self Esteem Scale. The data was collected from 60 students aged from 18 to 20. Simple random sampling was used to obtain data from students pursuing undergraduate degrees all over Kerala. The statistical methods used were Pearson correlation coefficient and t-test. The results revealed that there is statistically no significant relationship between emotional regulation and self-esteem. It also shows that there are no significant gender differences in both variables among undergraduate students.

CHAPTER I
INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. Puberty occurs through a long process and begins with a surge in hormone production, which in turn causes a number of physical changes. It is the stage of life characterized by the appearance and development of secondary sex characteristics (for example, a deeper voice and larger Adam's apple in boys, and development of breasts and more curved and prominent hips in girls) and a strong shift in hormonal balance towards an adult state. This is triggered by the pituitary gland, which secretes a surge of hormonal agents into the blood stream, initiating a chain reaction. The male and female gonads are thereby activated, which puts them into a state of rapid growth and development; the triggered gonads now commence mass production of hormones. The testes primarily release testosterone, and the ovaries predominantly dispense estrogen. The production of these hormones increases gradually until sexual maturation is met. Some boys may develop gynecomastia due to an imbalance of sex hormones, tissue responsiveness or obesity.

After primary and secondary schooling, most adolescents enter colleges and universities for higher education. The transition to university life is a stressful period for adolescents. Roles shift, identities change and additional stressors make college students particularly prone to stress. Students are often attending school away from their homes and must meet expectations that they achieve academically while managing a host of interpersonal and environmental. Adjusting well to the new college environment requires a variegated and flexible set of responses to the changing demands. Given the transitional changes, students often experience setbacks that are frustrating or overwhelming, prompt homesickness, or invite feelings of anger or regret for deciding to leave the familiarity and comfort of home. In fact, these emotional experiences can predict students' academic performance and intentions to dropout.

Using fMRI brain scans, scientists have recently discovered that adolescents' brains undergo significant structural changes. The corpus callosum, where fibers connect the brain's left and right hemispheres, thickens in adolescence, and this improves adolescents' ability to process information. However, the prefrontal cortex doesn't finish maturing until the emerging adult years, approximately 18 to 25 years of age, or later, whereas the amygdala—the seat of emotions such as anger—matures earlier than the prefrontal cortex. Adolescents are capable of very strong emotions; their prefrontal cortex hasn't adequately developed to the point at which they can control these passions. It is as if their brain doesn't have the brakes to slow down their emotions. Or consider this interpretation of the development of emotion and cognition in adolescents: "early activation of strong 'turbo-charged' feelings with a relatively unskilled set of 'driving skills' or cognitive abilities to modulate strong emotions and motivations".

Emotional Regulation

Emotions are subjective experiences that consist of physiological arousal and cognitive appraisal. Emotions refer to mental states that are spontaneously generated, can be positive or negative, fleeting or more prolonged, and can be experienced at varying levels of intensity. Emotions are also under cognitive control, whereby strategies for Emotional Regulation mean that they may be experienced more or less intensely. A failure to regulate emotional states adequately has been linked with antisocial behaviour and sexual offending in particular.

"Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process." (Gross et al, 1998).

Emotional regulation involves three components:

- Initiating actions triggered by emotions.
- Inhibiting actions triggered by emotions.
- Modulating responses triggered by emotions

Emotional Regulation involves regulating which emotions we have and when and how we experience emotions. More specifically, it is a process of experiencing and modifying various levels and intensity of internal emotion states and corresponding physiological, behavioural, motivational and attention processes. Every day, we face hundreds of emotion-provoking stimuli, and most of them require some action or response from our end. It is only natural for the mind to get hooked into some negative contemplation or unmindfully ignore emotions after getting bombarded with so many stimuli every day (Davidson, 1998).

Emotional regulation acts as a modifier; it helps us filter the most important pieces of information and motivates us to attend to it in a way that wouldn't evoke stress or fear. Studies on emotional regulation indicate that there is a significant positive correlation between Emotional Regulation and depression management. People with lower levels of anxiety show higher emotional control and social-emotional intelligence. Research indicates that emotions are adaptive responses that have a deep-rooted basis in evolutionary biology (Levenson, 1999). The way we feel and interpret them affects how we think, how we decide, and how we coordinate our actions in day-to-day lives. For example, a person who has poor Emotional Regulation strategies is more likely to fall prey to mood polarities; his actions and behavioural patterns would always be at the mercy of his emotions. Quite the contrary, a well-regulated person, will have a better balance and judgment of his feelings and actions. Emotional regulation allows us to carefully judge which affective outcomes to embrace and which ones to avoid (Wegner, Erber, and Zanakos, 1983).

When we confront a provoking stimulus, the natural reaction of the brain is to activate the amygdala, a brain site that regulates the fight-or-flight responses (Lee, 2018). Emotional regulation processes allow us to buy time before we act on the fight or flight triggers.

Emotions regulation starts with evaluation of emotion cues, and from there, depending on how they are responded and attended to, a series of behavioural and experiential systems are activated and engaged. Gross' (1998) process model of Emotional Regulation classifies five points at which emotions may be regulated: selection, or modification of the situation, deployment of attention, change of cognitions and modulation of responses. Gross (2002) posits that outcomes will be different depending on where in this 'emotion-generative' process – early versus later – Emotional Regulation takes place. Reappraisal occurs early and concerns changing the way a situation is understood in order to mitigate its impact.

Given that individuals use a wide variety of ways to regulate emotions, John and Gross (2004) attempted to find out whether some forms of Emotional Regulation are healthier than others. Using reappraisal was associated with healthier affective and social functioning and overall well-being than using suppression to regulate emotions.

Self Esteem

Self-esteem is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself (for example, "I am unloved", "I am worthy") as well as emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it."

According to self-esteem expert Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a "favourable or unfavourable attitude toward the self". Self-esteem is an attractive psychological construct because it predicts certain outcomes, such as academic achievement happiness, satisfaction in marriage and relationships, and criminal behaviour. Possessing little self-regard can lead people to become depressed, to fall short of their potential, or to tolerate abusive relationships and situations. Self-esteem can apply to a specific attribute (for example, "I believe I am a good writer and I feel happy about that") or globally (for example, "I believe I am a bad person, and I feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic (trait self-esteem), though normal, short-term variations (state self-esteem) also exist.

High self esteem

Some people with high self-esteem crosses the boundary into narcissistic behaviour. Narcissists think they are superior to others, but they don't necessarily view themselves as worthy. Indeed, because they often lack an inner stable sense of self-security, the

narcissists' sense of self-esteem is often almost entirely dependent on the validation of others. Others with High self-esteem display a healthy level of self-esteem and this is a requirement for self-actualization.

Healthy Self-Esteem

People with a healthy self-esteem avoid dwelling on past and negative experiences and have a positive outlook on life. They express their needs confidently and can say 'no'. They understand their overall strengths and weaknesses and accept them fully.

Low Self-Esteem

People with low self-esteem believe that others are better than themselves. They find expressing their needs difficult and have a negative outlook on life. They frequently experience feelings like shame, depression or anxiety. They struggle with confidence and have an intense fear of failure. These people put others needs before their own and have trouble saying 'no'.

Many theorists have written on the dynamics involved in self-esteem. The need for self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, which depicts self-esteem as one of the basic human motivations. Maslow's esteem needs are more focused on external measures of esteem, such as respect, status, recognition, accomplishment, and prestige. There is a component of self-esteem within this level of the hierarchy, but Maslow felt that the esteem of others was more important for development and need fulfilment than self-esteem. He explained that for one to achieve self-actualization and grow, their need for inner-respect and esteem from others must be met. Maslow suggested that people need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization.

Self-esteem can influence life in myriad ways, from academic and professional success to relationships and mental health. Self-esteem, however, is not an immutable characteristic; successes or setbacks, both personal and professional, can fuel fluctuations in feelings of self-worth. We have learned that there are many ways therapy and counselling can help clients to improve their self-esteem. If done correctly, therapy can be an excellent method of enhancing self-esteem, especially if it's low to begin with. Following these guidelines will encourage your client to develop a better sense of self-love, self-worth, self-acceptance, and self-esteem, as well as discouraging "needless shame" and learning how to separate herself from her behaviour.

Self-esteem plays a vital role in enhancing one's well-being and can reduce negative affect. Therefore, it is not surprising that there seems to be a link between Emotional Regulation and self-esteem. Specifically, more adaptive Emotional Regulation appears to act as a buffer for low self-esteem. Self-esteem has revealed being an important variable in the promotion of adolescent well-being, assuming a primary role in the field of a more

positive and preventive clinical practice. Low self-esteem in adolescence and young adulthood is a risk factor for negative outcomes in important life domains. Low self-esteem during adolescence predicts poorer mental and physical health, worse economic well-being, and higher levels of criminal activity in young adulthood.

SIGNIFICANCE OF THE STUDY

The aim is to study the relationship between self-esteem and Emotional Regulation. This may help in bridging the gap between common conceptions and empirical findings. Adolescents who reported more intense and labile emotions and less effective regulation of these emotions also reported lower self-esteem and problem behaviour. Lower self-esteem and lower self-efficacy were associated with high levels of loneliness. However, self-esteem emerged as the most significant predictor of loneliness. This study is aimed at finding the influence of self-esteem upon the motion regulation of undergraduate students so as to justify the average emotion regulation skills of adolescents.

AIM

To determine the relationship between self-esteem and Emotional Regulation among undergraduate students.

OBJECTIVE

- To understand the influence of Emotional Regulation on the self-esteem of undergraduate students.
- To assess the gender differences in emotion regulation capacities among undergraduate students.
- To assess the gender differences in self-esteem among undergraduate students.

HYPOTHESES

- There is no significant relationship between emotional regulation and self-esteem of undergraduate students.
- There are no significant gender differences in emotion regulation capacities of undergraduate students.
- There are no significant gender differences in self-esteem among undergraduate students.

KEY TERMS

Adolescence: Adolescence is the period of transition between childhood and adulthood. Children who are entering adolescence are going through many changes (physical, intellectual, personality and social developmental).

Undergraduate Students: Adolescents enter colleges and universities to pursue their undergraduate degrees.

Emotional Regulation: *Emotional regulation* refers to the process by which individuals influence which *emotions* they have, when they have them, and how they experience and express their feelings.

Self Esteem: s*elf-esteem* is a person's overall subjective sense of personal worth or value.

CHAPTER II
REVIEW OF LITERATURE

A fundamental part of the study is to gain proper knowledge of the area in which the research to be conducted. Review of literature help to become aware of the significance of the problem which is selected for the study. Also we become familiar with the area studied. Later it promotes greater understanding of the problem. A review of the literature for the present study is given below.

Akfirat (2020) analysed the relationship between self-esteem and Emotional Regulation strategies among 403 participants who were selected using random sampling method. They found that as the scores of hopelessness increased, the scores of psychological well-being increased, self-esteem, general self-efficacy, and adaptive cognitive emotional regulation strategy scores increased.

Anto (2016) studied Self-Esteem and Emotional Regulation as Determinants of Mental Health of Youth.121 college students were administered Self Esteem Inventory, DERS scale and Mental Health Scale. The findings revealed significant difference between high, moderate and low self- esteem groups on mental Health. Poor Emotional Regulation skill (called emotional dysregulation) is viewed as a core feature of emotional problems and low self-esteem.

Cifuentes-Ferez (2017) conducted a study on the impact of self-esteem, Emotional Regulation and emotional expressivity on student translators' performance among 45 Spanish student translators. Validated Spanish versions of Rosenberg's (1965) Self-esteem Scale, Gross and John's (2003) Emotion Regulation Questionnaire, and Gross and John's (1995) The Berkeley Expressivity Questionnaire were used to assess variation in participants in terms of self-esteem, emotion regulation, and expressivity. The results were that those who tend to hide or inhibit emotional states and responses are more likely to perform better in translation tasks and those who habitually tend to display negative emotions are more likely to perform worse in translation tasks.

Fancourt (2019) studied the differential use of Emotional Regulation strategies and amongst 11,248 individuals with depression who were matched on demographics, personality and arts experience those with and without depression and found that people with depression still experience benefits from arts activities for Emotional Regulation.

Freire (2011) analysed the relationship between self-esteem and Emotional Regulation with subjective well-being and psychological well-being in 216 adolescents. She found that self-esteem has revealed being an important variable in the promotion of adolescent well-being, assuming a primary role in the field of a more positive and preventive clinical practice. Suppression has correlated negatively with all the measures of well-being meanwhile cognitive revaluation has correlated positively and more strongly with levels of happiness.

Garofalo (2015) published an article called Understanding the connection between self-esteem and aggression: The mediating role of emotion dysregulation in which he says

emotion dysregulation play an important role in the connection between low self-esteem and aggression. A sample of 153 incarcerated violent offenders and a community sample of 197 individuals completed self-report measures of self-esteem level, emotion dysregulation, and trait aggression Findings suggest that emotion dysregulation may play an important role in the connection between low self-esteem and aggression.

Gomez (2018) studied Building a Sense of Self: The Link between Emotional Regulation and Self-Esteem in Young Adults and found that the correlations between various facets of Emotional Regulation and self-esteem revealed that there were differences in how Emotional Regulation was linked to self-esteem for men and women. The tools used were Rosenberg's Self Esteem Scale and The Emotion Regulation Questionnaire. The results of the study were that men would have a higher self-esteem, and that women would show a stronger association between emotion regulation and self-esteem.

Janjhua (2020) studied the effect of yoga on emotional regulation, self-esteem, and feelings of adolescents. The participants of the study are 110 students aged 13–18 years and studying in the senior secondary schools of Mandi district (Himachal Pradesh). Emotion Regulation Questionnaire and Rosenberg's Self Esteem Scale were the tools used in the study. The results show that the adolescents practicing yoga were noted to significantly differ from the non-yoga group on emotional regulation, self-esteem, and feeling components.

Landa (2018) studied the Emotional Regulation Variability and Adjustment Among College Students on 152 undergraduate students participated in an approved daily diary study and completed an end of day online survey, for 7 days, assessing emotion and emotion regulation. Results found showed that excessive variability in Emotional Regulation is unnecessary when cultural structures are less likely to present changing demands and high emotional variability would be indicative of ineffective regulation.

Ronningstam (2017) studied the Intersect between self-esteem and Emotional Regulation in narcissistic personality disorder - implications for alliance building and treatment and found that patients primarily has low self-esteem because of intolerance of or inability to process emotions. Strategies and interventions were found that serve to protect, maintain and advance the therapeutic process and attend to the patient's change and improvement in personality functioning. Of most importance is alliance building.

Shekhar (2017) studied Difficulties in emotional regulation, loneliness and self-esteem among adolescences. The sample for the study consisted of 150 college graduates. The tools used included: Socio-demographic record sheet, Difficulties in Emotion Regulation Scale (DERS), UCLA loneliness scale, Rosenberg's self-esteem scale. Results were shown that a significant negative correlation was found between emotional regulation and self-esteem which means higher the difficulties in emotional regulation, lower is the self-esteem.

Velotti (2016) published an article on Faces of Shame: Implications for Self-Esteem, Emotional Regulation, Aggression, and Well-Being and found that Shame feelings were associated with low self-esteem, hostility, and psychological distress in a consistent way across gender. Females reported higher levels of shame (in particular, bodily and behavioural shame), guilt, psychological distress, emotional reappraisal, and hostility. Males had higher levels of self-esteem, emotional suppression, and physical aggression.

Weindl (2020) studied the Emotional Regulation strategies, self-esteem, and anger in 220 adult survivors of childhood maltreatment in foster care settings and found that self-esteem potentially supports adaptive Emotional Regulation through its beneficial effects on distressing emotional states. DERS, STAX, DAQ, and MSWS was assessed using two mediation models. Self-esteem potentially supports adaptive emotion regulation through its beneficial effects on distressing emotional states.

Yalsinkaya-Alkar (2017) conducted a study called ''Is self-esteem mediating the relationship between cognitive Emotional Regulation strategies and depression?'' on 274 first year university students and found that different cognitive Emotional Regulation symptoms and self-esteem may have an influential role in the severity of depressive symptomatology. Effective clinical focus on self-esteem and the development and active use of adaptive CERS may mitigate depressive symptoms.

CHAPTER III
METHOD

The success of any research depends largely on the suitability of methods and tools used. Methodology lays out the way the formal research is to be carried out and outlines the details of descriptions of research variables and procedures. Research methods refers to the behaviour and instruments used in selecting and constructing observations, recording data, techniques of processing data. The chapter describes the aim of the study, sample of the study, measures used for data collection, the procedures used during the administration and statistical analysis used for the interpretation of the result.

AIM

To determine the relationship between self-esteem and Emotional Regulation among undergraduate students.

SAMPLE

A sample of 60 items have been selected for this study. The data is collected by the method of random sampling. The sample is 30 males and 30 females who pursue undergraduate degrees from all over Kerala. Their ages range from 18 to 20. Questionnaire method was used to collect the data. The sample population is from both rural and urban areas.

INCLUSIVE CRITERIA

- Both males and female were included.
- Respondents were from both rural and urban areas were included.
- Students of ages between 18 and 20 are included.

EXCLUSIVE CRITERIA

- Students of ages below 18 and above 20 were excluded.
- Post graduate students were excluded.
- Students outside Kerala were excluded.

TOOLS

Data collection was done through Google Forms due to the limitations imposed by Covid-19. Individual scoring was done and then statistically analysed. Two tools were used for this study.

1. John & Gross' Emotion Regulation Questionnaire (2003)
   The questions in John & Gross' Emotion Regulation Questionnaire involve two distinct aspects of emotional life. One is emotional experience, or what they feel like inside. The other is emotional expression, or how they show their emotions in the way they

talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. It is 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). Items 1, 3, 5, 7, 8, 10 make up the Cognitive Reappraisal facet. Items 2, 4, 6, 9 make up the Expressive Suppression facet.

Scoring

Scoring is kept continuous. The scoring takes the sum of average of all the scores in each subscale of cognitive reappraisal and expressive suppression.

Reliability and Validity

This scale is reliable and valid. In this sample, ERQ cognitive reappraisal (α = .89-.90) and expressive suppression (α = .76-.80) scores had acceptable to excellent levels of internal consistency reliability.

2. Rosenberg's Self Esteem Scale (1964)
The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. Factor analysis identified a single common factor, contrary to some previous studies that extracted separate Self-Confidence and Self-Depreciation factors. The 10 items of the Rosenberg Self-Esteem Scale are not equally discriminating and are differentially related to self-esteem.

This scale is the most widely used scale for research purposes. It is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Scoring

Items 2, 5, 6, 8, 9 are reverse scored. Sum of scores for all ten items are taken. They are kept on a continuous scale. Higher scores indicate higher self-esteem.

Reliability and validity

This scale is reliable and valid. This sample showed alpha coefficients ranging from 0.72 to 0.87 (all fairly high). Test-retest reliability for the 2-week interval was calculated at 0.85, the 7-month interval was calculated at 0.63.

PROCEDURE

After choosing the questionnaires, they were administered to undergraduate students through the Google Forms platform. These students were randomly selected. Students from various disciplines completed the questionnaire. All of them belonging to the age category of 18-20. All of them willing to share their information. The participants were given the instructions and ensured that all the shared information will be kept confidential.

STATISTICAL ANALYSIS

Correlation and t- test were used to analyse the data.

Correlation

It is a measure of relationship between two variables in forms of strength of relationship, the value of correlation coefficient varies between +1 and -1. A value of +1 or -1 indicates a perfect degree of association between two variables. As the correlation coefficient values goes towards 0, the relationship will be weaker. The sign of the correlation indicates the direction of relationship. If both variables tend to increase or decrease together the coefficient is positive. If one variable increase as other decrease, the coefficient is negative.

t-test

The t- test is one of many tests used for the purpose of hypothesis testing in statistics. It is used for the comparison of the difference between the means of two groups. It is suitable to test whether the mean of the two sets of scores are significantly different or not. The t-test based on t- distribution and is considered as an appropriate test for finding the significance of difference between the means of two samples in case of small sample when population variance is not known. If the value exceeds a cut- off point depending in degree of freedom the difference in mean is considered significant when t value is below the cut-off the difference is said to be not significant.

CHAPTER IV
RESULT AND DISCUSSION

The aim of the study is to understand the relationship between emotional regulation and self-esteem among 60 undergraduate students of whom 30 are females and 30 are males. The data is collected by the means of questionnaire and analysed using SPSS. Pearson's correlation was used to determine the relationship between emotional regulation and self-esteem. Independent sample t-test was used to understand the difference between emotional regulation and self-esteem among undergraduate students. The tools used were John & Gross' Emotion Regulation Questionnaire (2003) and Rosenberg's Self Esteem Scale (1964).

Hypothesis 1 states that there is no significant relationship between emotional regulation and self-esteem in undergraduate students. The results in the Table 1 shows that there is no significant relationship between emotional regulation and self-esteem, so the hypothesis is accepted.

Table 1:

Correlation between the variables Emotional Regulation and Self Esteem

Variables		Emotional Regulation	Self Esteem
Emotional Regulation	Pearson Correlation	1	0.237
	Sig (2-tailed)		0.68
	N	60	60
Self Esteem	Pearson Correlation	0.237	1
	Sig (2-tailed)	0.068	
	N	60	60

From the table, the result shows that there is no statistically significant relationship between emotional regulation and self-esteem (Pearson correlation coefficient = 0.237, N = 60).

There is statistically no significant relationship between emotional regulation and self-esteem. While considering the values, it is seen that there is a positive connection between the variables. Presently, there are no studies supporting this result. But many studies that oppose this result can be found. Gomez (2018) found the correlations between various facets of Emotional Regulation and self-esteem and revealed that there were differences in how Emotional Regulation was linked to self-esteem for men and women. men would have a higher self-esteem, and that women would show a stronger association between emotion regulation and self-esteem. Freire (2011) analysed the relationship between self-esteem and Emotional Regulation with subjective well-being and psychological well-being in 216

adolescents and found that self-esteem has revealed being an important variable in the promotion of adolescent well-being, assuming a primary role in the field of a more positive and preventive clinical practice.

Hypothesis 2 states that There are no significant gender differences in emotion regulation capacities of undergraduate students.

Table 2

Mean, SD, t value and level of significance obtained by undergraduate girls and boys in Emotional Regulation

Emotional Regulation	Gender	N	Mean	SD	t value	Significance
	Female	30	27.874	4.840	1.571	0.122
	Male	30	25.596	6.295		

From the table, the result shows that there is statistically no significant gender difference in emotional regulation among undergraduate students (t = 1.571), the mean and standard deviation in emotional regulation in females (Mean= 27.874, SD = 4.840) and in males (Mean = 25.596, SD = 6.295).

The result shows that both boys and girls show almost the same level of emotional regulation. Adolescence is a period of rigorous emotional, psychological, physiological growth. Therefore, students of this age may have similar capacities of emotional regulation. Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation is learnt from their immediate environment, thus there is no gender difference.

Hypothesis 3 states that there are no significant gender differences in emotion regulation capacities of undergraduate students.

Table 3

Mean, SD, t value and level of significance obtained by undergraduate girls and boys in Self Esteem

Self Esteem	Gender	Number	Mean	SD	t value	Significance
	Female	30	28.433	5.184	1.316	0.193
	Male	30	26.533	5.969		

From the table, the results show that there is no significant difference between the scores of girls and boys in self-esteem among undergraduate students (t = 1.316), the mean and

standard deviation in self-esteem in females (Mean = 28.433, SD = 5.184) and in males (Mean = 26.533, SD = 5.969).

The result shows that both boys and girls show almost the same level of self-esteem. Adolescence is a period of rigorous emotional, psychological, physiological growth. This stage is characterized by the beginning of establishment of many psychological qualities like self-esteem, emotional intelligence and emotional maturity. By the time children reach adolescent age, most of these qualities are not fully established. Therefore, there is very little gender difference in self-esteem among undergraduate students.

CHAPTER V
SUMMARY AND CONCLUSION

There are so many studies done in the area of young adulthood and adolescence which have provided new insights into the self-esteem of undergraduate students. The present study was conducted to find out the influence of self-esteem upon emotion regulation of undergraduate students from all over Kerala.

The sample for the present study consisted of 60 students pursuing undergraduate degrees. The sample consisted of both genders and their age ranged from 18-20 years. John & Gross' Emotion Regulation Scale and Rosenberg's Self Esteem Scale were the measure used in the study. The collected data were analysed using appropriate statistical technique such as t-test and Pearson correlation coefficient.

Tenability of the Hypotheses

Hypothesis	Tenability
There is no significant relationship between emotional regulation and self-esteem of undergraduate students.	Accepted
There are no significant gender differences in emotion regulation capacities of undergraduate students.	Accepted
There are no significant gender differences in self-esteem of undergraduate students.	Accepted

Implications of the study

This study was conducted to find the influence of emotion regulation of undergraduate students upon their self-esteem. Apart from this study, numerous studies conducted on these variables have found that poor emotion regulation might result in poor self-esteem. So to increase self-esteem we have to implement many awareness programmes starting from school level which help them to understand the importance of emotional regulation and the downsides of having poor self-esteem.

Limitations of the study

- Due to the limitations imposed by the Covid-19, questionnaires had to be administered through Google Forms.
- Participants were not able to clear their inquiries regarding the questionnaires.
- The accuracy of the results may be compromised.
- The sample size was small.

Scope for Further Research

The variables included in the present study were limited. Hence further studies can be conducted by increasing the size of the sample and adding more variables and also changing the population according to our convenience would help to get more results.

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APPENDICES

Fetzer Institute

ROSENBERG SELF-ESTEEM SCALE

Scale:

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree   Agree   Disagree   Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree   Agree   Disagree   Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree   Agree   Disagree   Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree   Agree   Disagree   Strongly Disagree

6. I certainly feel useless at times.

| Strongly Agree | Agree | Disagree | Strongly Disagree |

7. I feel that I'm a person of worth, at least on an equal plane with others. Strongly

| Agree | Agree | Disagree | Strongly |

Disagree

8. I wish I could have more respect for myself.

| Strongly Agree | Agree | Disagree | Strongly Disagree |

9. All in all, I am inclined to feel that I am a failure.

| Strongly Agree | Agree | Disagree | Strongly Disagree |

10. I take a positive attitude toward myself.

| Strongly Agree | Agree | Disagree | Strongly Disagree |

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

EMOTION REGULATION QUESTIONNAIRE (ERQ)

Instructions and Items:

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your <u>emotional experience</u>, or what you feel like inside. The other is your <u>emotional expression</u>, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1	2	3	4	5	6	7
strongly disagree			**neutral**			**strongly agree**

1. _____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about.*

2. _____ I keep my emotions to myself.

3. _____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about.*

4. _____ When I am feeling *positive* emotions, I am careful not to express them.

5. ____When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.

6. ____ I control my emotions by *not expressing them*.

7. ____When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.

8. ____ I control my emotions by *changing the way I think* about the situation I'm in.

9. ____When I am feeling *negative* emotions, I make sure not to express them.

10. ____When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.