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The Relationship Between Emotion Regulation and Psychological Well-Being Among Psychology Student at University X

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Abstract: Psychology students face heightened psychological demands owing to the dual expectation that they possess the capacity to manage their own emotions while simultaneously being equipped to assist others with emotional difficulties. When not accompanied by adequate emotion self-regulation skills, such conditions may adversely affect students' psychological well-being. This study aimed to examine the relationship between emotion regulation and psychological well-being among psychology students. A total of 38 participants were recruited using purposive sampling. Emotion regulation was measured using the Emotion Regulation Questionnaire (ERQ; Gross & John, 2003), and psychological well-being was assessed using Ryff's Psychological Well-Being Scale. Data were analysed using Spearman rank-order correlation, following normality assumption testing. A statistically significant positive correlation was found between emotion regulation and psychological well-being ($r = 0.395$, $p = .014$), indicating that individuals with stronger emotion regulation capacity tend to exhibit higher levels of psychological well-being. These findings underscore the importance of fostering effective emotion regulation strategies among psychology students as a means of enhancing their psychological well-being.

Keyword: Emotion Regulation, Psychological Well-Being, Psychology Students, Spearman Correlation, Mental Health.

INTRODUCTION

The term student (Indonesian: mahasiswa) is derived from two root words: maha (meaning "great") and siswa (meaning "learner"). According to the Great Dictionary of the Indonesian Language (Kamus Besar Bahasa Indonesia, KBBI), a student is defined as an individual enrolled in a higher education institution. Attaining student status may be regarded as a privilege, given that not all members of society have equal access to tertiary education. This status affords individuals considerable opportunities for personal development and meaningful contribution to society. According to data published by the Indonesian Central

Bureau of Statistics (Badan Pusat Statistik, BPS), the Gross Enrolment Ratio (Angka Partisipasi Kasar, APK) for higher education in Indonesia reached 32.89% in 2025, meaning that approximately 33 out of every 100 individuals aged 19–23 years were enrolled in higher education (Muhamad, 2025).

Alongside these privileges, however, the student role also carries substantial responsibilities and pressures. Students may be considered a population group that is particularly vulnerable to a range of psychological stressors, given the multifaceted demands they face encompassing academic obligations, social expectations, and the developmental challenges characteristic of early adulthood. These demands include the accumulation of academic workloads, performance-related pressures, and the complexities of social interaction, all of which may exert a considerable impact on students' psychological condition.

A growing body of research indicates that mental health problems are prevalent among university students. In Indonesia, the prevalence of stress among students ranges from 36.7% to 71.6%, suggesting that a substantial proportion of students experience significant psychological distress during their academic studies (Henry et al., 2026). Furthermore, research has documented the occurrence of severe stress, high levels of anxiety, and depression among students, underscoring mental health as a continuing concern within higher education (Izzatullah et al., 2025). These conditions may contribute to a diminished quality of life and reduced academic performance, particularly among psychology students, who face a distinctly more complex set of emotional demands.

For psychology students, these pressures are further compounded by the professional expectation that they possess the capacity to understand, regulate, and provide support for the emotional difficulties of others. When this expectation is unaccompanied by adequate self-regulatory skills, it may adversely affect students' own psychological well-being. Empirical evidence suggests that students frequently encounter academic difficulties—including the accumulation of assignments and study-related pressures—that negatively impact psychological well-being (Duri et al., 2025).

Psychological well-being is conceptualised as a condition in which an individual is able to function optimally across psychological dimensions, characterised by capacities such as self-acceptance, the cultivation of positive relationships, the maintenance of a sense of purpose, and ongoing personal development (Ryff, 2013). Nevertheless, research findings consistently indicate that the psychological well-being of students tends to fall within the moderate range, suggesting that a considerable number of students have yet to attain optimal levels of well-being—particularly with respect to social relations and autonomy (Christine & Sokang, 2024). Additionally, academic stress has been found to bear a significant negative relationship with psychological well-being: higher levels of academic stress are associated with lower levels of psychological well-being (Gisela et al., 2025).

Emotion regulation has been identified as one of the key factors contributing to the enhancement of psychological well-being. Emotion regulation refers to an individual's capacity to manage, control, and adapt their emotional responses to the situations they encounter (Gross, 2014). This capacity is of particular importance in the student context, as students are frequently confronted with situations that elicit negative emotional states, such as academic pressure and interpersonal conflict. Individuals with well-developed emotion regulation skills tend to demonstrate a greater capacity to mitigate stress and improve their psychological well-being.

Students who lack adequate emotion regulation tend to exhibit lower levels of psychological well-being. A commonly observed problem among students is emotional instability, which if left unaddressed may escalate into serious consequences, particularly when students are unable to identify and regulate their emotional states effectively, thereby giving rise to various conflicts in daily life, including within academic and organisational settings

(Lasut & Huwae, 2024). Addressing this issue is therefore important: the development of effective emotion regulation skills would enable students to better recognise and manage their emotional states, thereby fostering higher levels of psychological well-being. This is significant, as adequate psychological well-being has broad implications for students' lives, including the promotion of life satisfaction, positive affect, and enhanced adaptive capacity in meeting academic demands (Rismawati & Wilantika, 2023).

Prior research has established that emotion regulation is positively associated with psychological well-being and subjective well-being among students (Lasut & Huwae, 2024). Studies by Duri et al. (2025) and Ahmad (2025) have similarly confirmed that emotion regulation exerts a significant influence on the subjective well-being of psychology students. In particular, cognitive reappraisal and expressive suppression the two primary components of emotion regulation have been found to exert a positive influence on psychological well-being.

Based on the foregoing, it may be concluded that emotion regulation constitutes an important factor in determining the level of psychological well-being among students, particularly psychology students who are subject to comparatively higher levels of emotional demand. Accordingly, this study aimed to investigate the relationship between emotion regulation and psychological well-being among psychology students.

METODE

Research Design

This study employed a non-experimental research design with an associative research approach. According to Sugiyono (2014), associative research is a form of inquiry that seeks to identify and examine the relationship between two or more variables. The present study specifically investigated the relationship between emotion regulation and psychological well-being among psychology students.

Participants

The target population consisted of actively enrolled psychology students in semesters one through eight. A total of 38 participants were included in the final sample.

Sampling Procedure

Participants were recruited using a purposive sampling technique. Purposive sampling is a non-probability sampling method in which participants are selected on the basis of specific, predetermined criteria relevant to the research objectives (Sugiyono, 2017). The psychological scales were administered electronically via Google Forms to participants who fulfilled the specified inclusion criteria. Prior to participation, all respondents received a clear explanation of the research objectives, the questionnaire completion procedure, and assurances regarding the confidentiality of their data.

RESULT AND DISCUSSION

Result

The study sample comprised 38 psychology students. All collected data were deemed complete and were included in the subsequent analyses. The primary aim of the study was to determine the nature of the relationship between emotion regulation and psychological well-being among psychology students. Descriptive statistical analysis was first conducted to provide an overview of the score distributions for each study variable.

Table 1. Descriptive Statistics for Study Variables

Variable	N	Mean	SD	Min	Max
Emotion Regulation	38	30.76	4.28	22	39
Psychological Well-Being	38	121.6	13.09	109	172

As shown in Table 1, the emotion regulation variable yielded a mean score of 30.76 ($SD = 4.28$), with a minimum score of 22 and a maximum score of 39. The psychological well-being variable yielded a mean score of 121.6 ($SD = 13.09$), with a minimum score of 109 and a maximum score of 172. These data indicate that participants demonstrated relatively adequate levels of both emotion regulation and psychological well-being.

Prior to hypothesis testing, a normality test was conducted. Given that the study sample comprised fewer than 50 participants, the Shapiro-Wilk test was selected as the most appropriate procedure. The decision rule was as follows: if the significance value exceeded .05, the data were considered normally distributed; if the value was less than or equal to .05, the data were deemed to deviate from normality.

Table 2. Shapiro-Wilk Test of Bivariate Normality

Variable Pair	Shapiro-Wilk Statistic	p
Emotion Regulation – Psychological Well-Being	0.869	< .001

The Shapiro-Wilk normality test indicated that emotion regulation scores were normally distributed ($p = .869$); however, psychological well-being scores departed significantly from normality ($p < .001$). Given this violation of the normality assumption for one of the variables, Spearman rank-order correlation was selected as the appropriate non-parametric analytical method.

Table 3. Results of Spearman Rank-Order Correlation Analysis

Variable Pair	Spearman's rho	p
Emotion Regulation – Psychological Well-Being	0.395	.014

The Spearman rank-order correlation analysis yielded a coefficient of $r = 0.395$ ($p = .014$, $p < .05$), indicating a statistically significant positive relationship between emotion regulation and psychological well-being among the student participants.

Discussion

The findings of this study revealed a statistically significant positive relationship between emotion regulation and psychological well-being among psychology students. The correlation coefficient of $r = 0.395$ ($p = .014$) indicates that individuals with greater capacity for emotion regulation tend to exhibit higher levels of psychological well-being. It is noteworthy, however, that the magnitude of this association falls within the moderate range, suggesting that emotion regulation does not constitute the sole determinant of psychological well-being and that other contributing factors also warrant consideration.

The descriptive data further indicate that the mean scores for both emotion regulation and psychological well-being fell within the "fairly good" category. This finding may be interpreted as evidence that the psychology student participants were relatively capable of managing their emotions in an adaptive manner and maintained an adequate level of psychological well-being. This is understandable given that psychology students are typically exposed to knowledge pertaining to emotional regulation and mental health as part of their academic training, which may indirectly equip them with the conceptual understanding needed to recognise and regulate their own emotional experiences.

These findings are consistent with prior research demonstrating that emotion regulation is positively associated with both psychological well-being and subjective well-being among students (Lasut & Huwae, 2024). The capacity for effective emotion regulation enables

students to respond adaptively to changing circumstances, thereby attenuating the negative impact of stress and enhancing positive experiential outcomes. Within the context of psychology students, this capacity is of particular significance given the elevated academic demands and social pressures that frequently precipitate academic stress. Taken together, the present findings affirm the importance of emotion regulation as a contributing factor to the psychological well-being of university students.

It must be acknowledged, nonetheless, that emotion regulation cannot be positioned as the sole determinant of psychological well-being. Other variables have also been identified in the literature as contributing to well-being outcomes. Prior research has reported that self-efficacy exerts a significant positive influence on the psychological well-being of university students (Shamsul Siddiqui, 2015). Similarly, gratitude has been shown to function as a protective factor against the development of psychological distress, thereby supporting psychological well-being (Ahmed & Abbasi, Qadr, 2024).

CONCLUSION

Based on the analyses conducted, the study hypothesis was supported: a statistically significant positive relationship was identified between emotion regulation and psychological well-being among psychology students. Spearman rank-order correlation analysis yielded a coefficient of $r = 0.395$ ($p = .014$, $p < .05$), indicating that higher levels of emotion regulation capacity are associated with higher levels of psychological well-being. Although the relationship was statistically significant, the effect size was classified as moderate, indicating that emotion regulation does not function as the exclusive determinant of psychological well-being. Other variables including self-efficacy, gratitude, and both academic and social stress also contribute to well-being outcomes.

Additionally, the findings indicate that the psychology students who constituted the study sample demonstrated relatively adequate levels of both emotion regulation and psychological well-being. This may be attributable, in part, to their exposure to psychological knowledge within the academic curriculum, which may have facilitated a more adaptive approach to understanding and managing their emotional states. Accordingly, the development of emotion regulation skills warrants attention at both the individual and institutional levels as a means of supporting student mental health and optimising psychological functioning.

Theoretical Recommendations

Future researchers seeking to examine emotion regulation and psychological well-being are encouraged to further investigate gender-based differences in emotion regulation and to explore how these differences interact with psychological well-being outcomes.

Practical Recommendations

1. Psychology students are encouraged to seek appropriate outlets for emotional expression, including the practice of reflective journaling, mindfulness meditation, and yoga.
2. Universities are encouraged to establish and expand counselling services to assist students particularly psychology students in developing effective emotion regulation strategies.

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