International Journal of Applied Social Science
Volume 6 (9), September (2019) : 2169-2176
Received : 01.07.2019; Revised : 15.07.2019; Accepted : 01.08.2019

RESEARCH PAPER
ISSN : 2394-1405
DOI: 10.36537/IJASS/6.9/2169-2176

Emotion Regulation and Resilience amongst Outstation and Delhi NCR Students

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ABSTRACT

Students from various walks of life leave their hometowns to seek better education in different cities to grab the opportunities so as to make a career in life. When they leave their homes behind, a secure place where they have grown and developed, they experience extreme stress, often finding it difficult to regulate emotions and reduced ability to deal with difficult events.

Objective: (1) To find the difference between the scales of resilience and emotional regulation in Delhi NCR and Outstation graduate students. (2) To study strength of association between resilience and emotional resilience.

Method: 100 college students were taken as participants in the present research which consisted of 50 females and males each, consisting of 25 students who sojourned and 25 students from Delhi NCR of age bracket 18 to 22 years old. The tools which were used for assessment are Emotion Regulation Questionnaire (ERQ) by Gross and John (2003) and Connor-Davidson Resilience Scale (CD-RISC 25, 2003). To find the difference between resilience and emotion regulation in Outstation and Delhi students, independent t-test was computed and for correlation in the above-mentioned variables, Pearson's correlation method was used.

Results: After the computation of Independent t-test, it was unravelled that no significant difference was found in the levels of emotion regulation in Delhi NCR and Outstation graduates. Nevertheless, it has been found that resourcefulness, which is a subscale of resilience, was significantly different at $p<0.05$ in Delhi and Outstation students. It has been also found that a positive correlation is there among resilience and emotion regulation.

This study's outcome, hence obtained could have been because of the influence of extraneous variables like socialisation, peer and family support and beneficial coping factors.

Key Words : Emotion Regulation, Resilience, Delhi NCR and Outstation Graduate College Students

INTRODUCTION

There exists no protected place like one's household where billions of thoughts run across a student's mind who's being put in a world outside of the safe boundary of home to live a life as a grown up when they step into university. For the purpose of seeking higher education, thousands of peoples ojourn from their birthplace and live in big cities to grab opportunities. There are around 5,00,000 students in Delhi NCR who attend more than 165 universities and colleges (Directorate of Higher Education, 2011). There are number of reasons as to why this shifting occurs, as students might move from their hometown for better academics because of deficient access to good education schools in their hometowns, consequently these states also lack the access to good higher education institutes (Government of India, 2011; NUEPA, 2012).

It is necessary to understand that how the students who move away from their households for education regulate their emotions without family support comparatively to college students who reside with their family. It is common to encounter stressors in daily life, and often certain situations affect us more than others;

How to cite this Article: Arora, Tanika and Karmakar, Arpita (2019). Emotion Regulation and Resilience amongst Outstation and Delhi NCR Students. *Internat. J. Appl. Soc. Sci.,* **6** (9) : 2169-2176.

however, individual differences exist and it depends upon how a person adjusts himself/herself to the stressful situation. There are different ways of appraisal of specific life events (Redfield and Stone, 1979).

Emotion Regulation refers to the modification of oneself and other people's emotions as well as process of individual management. During the process, a specific approach and implementation cause the feeling in physiological activity, personal experience of situation has a certain change in the physiology as well. Emotion regulation, thus comprises the method of modification of the dormantamount of feelings, incidence time, period, behaviour expression, mental experience, physical response and the like (Huang and Guo, 2001).

Resilience is commonly explained as potential of the individual to recover and bounce back. This phenomenon is inspired by the physical sciences, which say that resilience is a factor that permits objects to take their natural shape again despite being stretched or bent (Dyer and McGuinness, 1996; Southwick and Charney, 2012).

There are very little research evidences which compare the differences between outstation Delhi NCR students, specifically about on the levels of resilience and emotion regulation. Hence, there are not many evidences which could be searched on the topic on which this research is based.

Research which was intervention based was conducted in University of Delhi undergraduates on student sojourns to know the different acculturation procedures undertaken by them and the influence of it on the psychological well-being of the participants. The study focussed on assessing the psychological effect of relocation on the student sojourns, and were also given interventions through scientific procedures to these students who were graduates. This was a relative study among the Indian students, those who shifted to Delhi for higher and better education and the students who are already a resident in Delhi. The findings unravelled that the student sojourns under wenthig her bodily indication than the Delhi students and it was established that there was a significant difference in the anxiety, and insomnia which was more in the sojourners (Jain *et al.*, 2018).

In the United States, a research was carried out with the objective of finding out there current themes Latino immigrant families about resilience. The characteristics of resilience were recognised through a structured review of literature to know how these features keep Latino immigrant families safe when they undergo stressful events related to migration and assimilation programmes. The results of the research indicated that many factors like the person themselves, interpersonal relation, societal and cultural factors majorly affect the growth of resilience in the Latino immigrant families (Cardoso and Thompson, 2009).

There was another research conducted in Beijing, China which focused on the effect of social capital of community, peer and interpersonal support from society and children's ability to recover on various education result of Chinese migrant students. The findings posit that if the level of resilience is high then it is related to greater academic results in the Children of Chinese emigrant, comprising vigorous attempt invested in the education, higher education aspirations and are less likely to leave institution. Social support of family and social capital of community on educational results is affected by intervention of resilience of children (Wu *et al.*, 2012).

Every migrant goes through a different process even though it can be an extremely stress-inducing phenomenon. The clinician needs to be acquainted with there silience in migrants as well as coping strategies in them (Bhugra, 2004). During the exposure to stressors, certain individuals reveal significantly impaired functioning while other people reveal impressive resilience (Troy and Muass, 2011).

In order to comprehend emotions, emotion regulation, coping, and to interpret an individual's emotional reaction, theory of appraisal and regulating emotions cognitively have been used frequently (Lazarus and Folkman, 1984). "The way we react emotionally is influenced by how we determine an event" is the central focus of the theory of appraisal. (Lazarus, 1999, p. 87). This means that a particular event is not responsible for giving rise to a specific feeling, but instead it is the person's subjective appraisal towards that he or she attaches to the event which leads to an emotional reaction. (Lazarus and Folkman, 1984; Ortony *et al* ., 1988; Scherer, 1988; Lazarus, 1991).

This study evaluated differences among resilience and ability to regulate emotions by the pupils who move to new cities away from their families for higher studies comparatively to pupils who are permanent residents in Delhi living with their families, so as to interpret how these concepts are associated with each other.

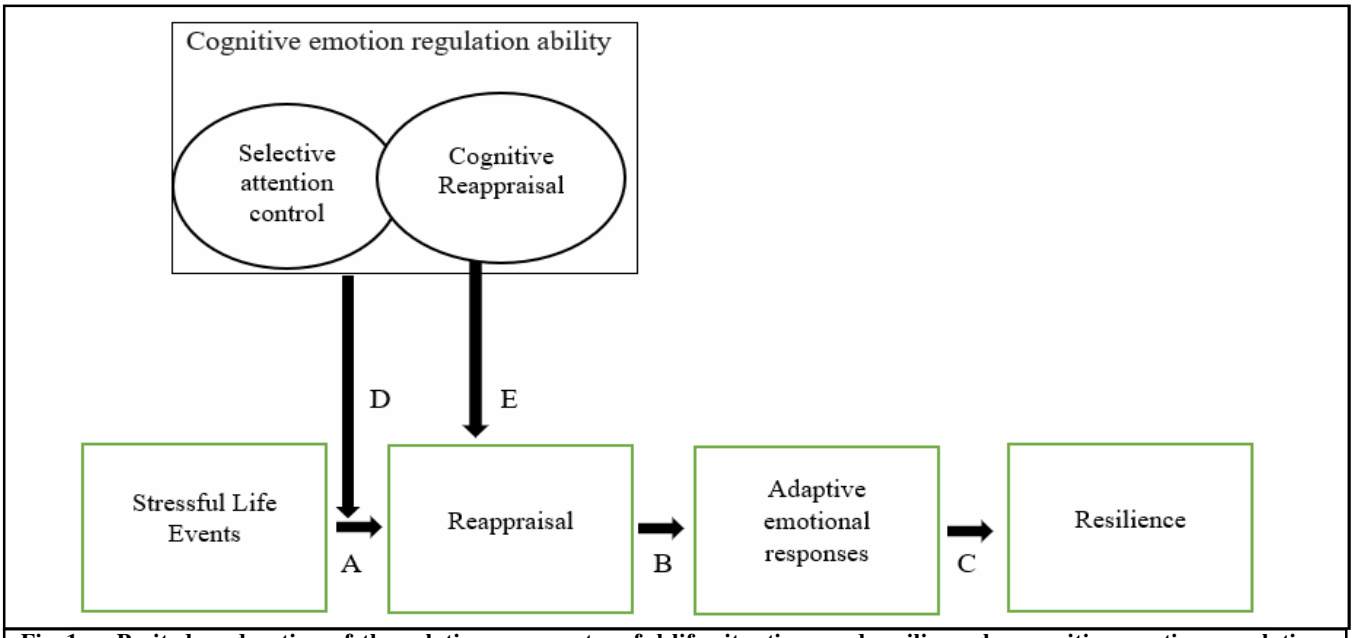

Fig. 1 : Posited moderation of the relation among stressful life situations and resilience by cognitive emotion regulation capacity. A letter is assigned to each links in the model (A–E). The links D and E, both proposed that D mostly occurs before E in the emotion-generative process and by directly changing appraisals is how E operates; however, this isn't meant to result in a strict time course with regard to cognitive emotion regulation (Troy and Mauss, 2011)

METHODOLOGY

Sample:

The sample of the present study consisted of 100 participants, 50 females and males each of age group of 18-22 years old, consisting of college students who were selected for this research through the purposive sampling technique. The 50 females and males comprised of 25 females and males each from Outstation and Delhi NCR undergraduate students who sojourned from their hometown to pursue higher education in Delhi.

Measures:

The measures which were used for the present study included Emotion Regulation Questionnaire (ERQ) by Gross and John (2003) which consists of 10 items in the scale, measuring the ability of the participant to regulate their emotions through Cognitive Reappraisal and Expressive Suppression. Participants respond to every component on a Likert-type 7-point scale varying from 1, *i.e.* strongly disagree to 7, *i.e.* strongly agree. According to instructions given in the questionnaire, the participants were directed.

The questionnaire tends to measure emotion regulation in two categories, cognitive reappraisal, which includes item numbers 1, 3, 5, 7, 8, 10 and the item numbers 2, 4, 6, 9 are included in the second category which is the Expressive Suppression.

The cognitive reappraisal included items such as: "*When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about*."

On the other hand, expressive suppression has statements including, "*When I am feeling negative emotions, I make sure not to express them.*"

For Resilience, the scale which has been taken into consideration is Connor-Davidson Resilience scale (CD-RISC 25, 2003) which includes 25 items, on a 5 point scale, ranging from 0–4, in which lower the scores weaker the resilience. Hardiness, Optimism, Resourcefulness and Purpose are four subscales of this measure. Hardiness is to have strength and tolerance during nerve-racking situations. It includes 7 items, *i.e.*, item number 4,7,11,16,17,18. Example– "I am not easily discouraged by failure. "Optimism assists people to indulge in constructive behaviour. It also includes 7 items, *i.e.*, item number 6,8,10,12,14,15,20. Example – "*Under pressure, I am able to focus and think clearly*."

Resourcefulness refers to the ability to look for speedy methods which might be unique and different for conquering difficult situations. It includes 6 items, *i.e.*,

1,2,3,5,9,13. Example – *"I have close and secure relationships."* Purpose is consistent and generalized intention to achieve something which holds meaning to self as well as beyond it. It includes 5 items, *i.e.*, item number 21, 22, 23, 24, 25. Example – "*I work to attain my goals.*"

Procedure:

This exploratory research was conducted on 100 college students in Delhi NCR amongst the age bracket - 18-22, recruited by purposive sampling technique. 50 participants of the sample were outstation students and the other 50 participants of the sample were permanents citizens residing in Delhi NCR. The emotion regulation levels in these students were measured using Emotion Regulation Questionnaire by Gross and John (2003). This measure includes 10 items in which 6 items focus on assessing reappraisal of cognition and 4 items focus on assessing suppression of expression. The higher the score, greater is the emotion regulation between 0-70. The level of resilience in the students was assessed via Connor-Davidson Resilience Scale (CD-RISC 25, 2003). It consists of 25 items, in which 7 items indicates hardiness, 6 items indicates resourcefulness, 7 items indicates optimism, and 5 items indicates purpose. Higher scores show greater resilience (0-100). After accumulating the data, the statistics were applied to see whether the hypothesis got accepted or rejected.

RESULTS AND DISCUSSION

The t-test of independent sample was calculated in this present research to find the difference in the Delhi NCR students in comparison with sojourned students to measure their emotion regulation via ERQ, $t(98) = 0.197$, $p>0.05$, N.S. while mean (SD) is 46.16 (8.402) for students belonging to Delhi NCR and 48.74 (11.243) for students who have moved from outstation (Table 1). The contrast in both the groups was also calculated on the subscales of emotion regulation using the t-test independent sample. The subscales were expressive suppression and cognitive reappraisal. The students residing in Delhi NCR as well as outstation students on cognitive reappraisal, emotion regulation's subscale, found $t(98) = 0.213$, $p>0.05$, N.S. while mean (SD) is 28.76 (5.968) and 30.38 (6.913), respectively; for the subscale of expressive suppression the results were $t(98) = 0.324$, $p>0.05$, N.S while mean (SD) is 17.20 (5.063) Delhi NCR students and for outstation stations is 18.36 (6.536) (Table 2). The outcome for independent sample t-test to compute the mean difference between gender was calculated as well in the scale of emotion regulation, which came out to be $t(98) = 0.034$, $p<0.05$ while mean (SD) is 49.59 (10.138) for males, as for females 45.39 (9.428) (Table 3), hence, a significant result was found for the difference between both genders on the emotion regulation scale. A significant difference was established in the expressive suppression, a subscale of emotion regulation, where

Table 1 : Difference between emotion regulation of Delhi NCR and Outstation students

Emotion Regulation	n	Mean	Standard deviation	t-test	df
Delhi NCR	50	46.16	8.402	-1.300 (0.197)	98
Outstation	50	48.74	11.243		

Table 2 : Difference between Delhi NCR and Outstation students according to the subscales of Emotion Regulation Questionnaire

Subscales	Residence	n	Mean	Standard Deviation	t-test	df
Cognitive Reappraisal	Delhi NCR	50	28.76	5.968	-1.254 (0.213)	98
	Outstation	50	30.38	6.913		
Expressive Suppression	Delhi NCR	50	17.20	5.063	-0.992 (0.324)	98
	Outstation	50	18.36	6.536		

Table 3: Emotion Regulation and gender differences

Emotion Regulation	n	Mean	Standard Deviation	t-test	df
Males	50	49.59	10.138	2.146 (0.034)*	98
Females	50	45.39	9.428		

*Significant at 0.05 level of significance (2-tailed)

t(98)= 0.001, p<0.01 while mean (SD) is 19.71 (5.244) for males and 15.92 (5.837) for females. Regardless, no significant result was found in the other subscale of emotion regulation which is cognitive reappraisal, t(98)= 0.644, p>0.05, N.S. while mean (SD) is 29.88 (6.882) for males and 29.27 (6.116) for females (Table 4).

The hypothesis stated that there will be a contrast in the level of resilience between the two groups *i.e.* Delhi and outstation participants. The independent sample t-test found the difference among both groups on the scale of resilience, where t(98) = 0.166, p>0.05, N.S. while the mean (SD) is 77.24 (9.899) for Delhi NCR students and 80.20 (11.283) for outstation students (Table 5). The difference was also calculated using independent sample t-test between both the groups on sub dimensions of resilience including Hardiness, where t(98) = 0.484, p>0.05, N.S. while mean (SD) is 21.44(3.775) for Delhi NCR students and 21.96(3.720) for outstation students; Optimism, t(98) = 0.511, p>0.05, N.S. while mean (SD) is 21.64 (3.161) for Delhi students and for sojourners is 22.10 (3.781); Resourcefulness, where t(98) = 0.011, with p<0.01, hence, a significant difference was found between the two group with mean (SD) of 18.62 (3.307) for Delhi NCR students and 20.24(2.939) for outstation students; and Purpose, t(98) = 0.525, p>0.05, N.S. while the mean (SD) is 15.54(2.636) for Delhi NCR students and 15.90 (2.991) for outstation students (Table 6). There was a significant result of difference found in resilience in males and females, t(98) = 0.018, p<0.05, while the mean (SD) is 81.29 (10.456) for males and for females is 76.25 (10.371) (Table 7). Moreover, independent sample t-test was calculated to establish the difference among level of resilience's subscale in gender. It was observed that Hardiness found t(98) = 0.038, p<0.05, hence, significant difference was established between both females and males with mean (SD) of 20.94 (3.870) and 22.49(3.459)

Table 4: Difference between males and females according to the subscales of Emotion Regulation Questionnaire

Subscales	Gender	n	Mean	Standard Deviation	t-test	df
Cognitive Reappraisal	Males	50	29.88	6.882	0.464 (0.644)	98
	Females	50	29.27	6.116		
Expressive Suppression	Males	50	19.71	5.244	3.413 (0.001)**	98
	Females	50	15.92	5.837		

**Significant at 0.01 level of significance (2-tailed)

Table 5: Difference between resilience level of Delhi NCR and outstation students

Resilience	n	Mean	Standard Deviation	t-test	df
Delhi NCR	50	77.24	9.899	-1.394 (0.166)	98
Outstation	50	80.20	11.283		

Table 6: Difference between Delhi NCR and Outstation students according to the subscales of Connor-Davidson Resilience Scale

Subscales	Residence	n	Mean	Standard Deviation	t-test	df
Hardiness	Delhi NCR	50	21.44	3.775	-0.694 (0.484)	98
	Outstation	50	21.96	3.720		
Optimism	Delhi NCR	50	21.64	3.161	-0.660 (0.511)	98
	Outstation	50	22.10	3.781		
Resourcefulness	Delhi NCR	50	18.62	3.307	-2.589 (0.011)**	98
	Outstation	50	20.24	2.939		
Purpose	Delhi NCR	50	15.54	2.636	-0.638 (0.525)	98
	Outstation	50	15.90	2.991		

**Significant at 0.01 level of significance (2-tailed)

Table 7: Resilience and gender differences

Resilience	n	Mean	Standard Deviation	t-test	df
Males	50	81.29	10.456	2.415 (0.018)*	98
Females	50	76.25	10.371		

*Significant at 0.05 level of significance (2-tailed)

Table 8: Difference between males and females according to the subscales of Connor Davidson Resilience Scale

Subscales	Gender	n	Mean	Standard Deviation	t-test	df
Hardiness	Males	50	22.49	3.459	2.107 (0.038)*	98
	Females	50	20.94	3.870		
Optimism	Males	50	22.96	2.865	3.214 (0.002)**	98
	Females	50	20.82	3.708		
Resourcefulness	Males	50	19.65	3.728	0.678 (0.499)	98
	Females	50	19.22	2.656		
Purpose	Males	50	16.18	2.751	1.630 (0.106)	98
	Females	50	15.27	2.822		

*Significant at 0.05 level of significance (2-tailed)
**Significant at 0.01 level of significance (2-tailed)

Table 9: Correlation between Emotion Regulation and Resilience

	Resilience	Emotion Regulation
Resilience	1	0.583**
Emotion Regulation	0.583**	1

** Correlation is significant at the 0.01 level (2-tailed)

respectively; Optimism found $t(98) = 0.002$, $p<0.01$, hence, there is a significant difference between males and females while mean (SD) is 22.96(2.865) and 20.82 (3.708), respectively; In resourcefulness, $t(98) = 0.499$, $p>0.05$, N.S. while mean (SD) is 19.65(3.728) and 19.22 (2.656) for males and females respectively; and Purpose found $t(98) = 0.106$, $p>0.05$, N.S. while mean (SD) is 15.72 (2.822) and 16.18 (2.751) for females and males respectively (Table 8). Therefore, there has been found a significant difference in the resiliency levels in both males and females. After computing Pearson's Correlation, there has been found a significantly positive correlation between resilience and emotion regulation, $r=0.583$, $p<0.01$ (Table 9).

Discussion:

This present study was conducted for finding the differences among graduate students who belong to Delhi and the students who go to different cities to receive higher education in their resilience and emotion regulation and to find a correlation between the two concepts.

After extensive review of literature, it was hypothesised that the pupils who leave their native place undergoes a lot of stress to adjust to a new place, and hence they are more likely to have difficulty in regulation of their emotions. Nevertheless, after computation of scores, no significant difference was established between the two groups *i.e.* Delhi NCR and outstation undergraduate students on the scale of emotion regulation, the t-test value was found to be 0.197 and the mean difference was -2.580, while the mean (SD) calculated was 46.16 (8.402) and 48.74 (11.243) after computation of independent sample t-test. Emotion Regulation Questionnaire by Gross and John (2003), includes two facets, comprising of cognitive reappraisal and expressive suppression. Cognitive reappraisal can be defined as the changes in cognition to understand emotional events, and change the subjective meaning attached to them. It is believed to be the ground of emotional strategy. On the other hand, expressive suppression is concerned with reaction adjustment, defined as the emotion regulation strategy which focuses on inhibiting the emotional expression that is going to take place or is happening. It carries the capacity to control oneself, initiates the self-control path to regulate mood behaviour (Gross, 2009). In cognitive appraisal, significant difference was not found in both the groups, with $t = 0.213$, and mean (SD) is 28.76 (5.968) and 30.38 (6.913). For expressive suppression t-test for independent sample was calculated as well. However, significant result was not established as $t = 0.324$ and while mean (SD) is 17.20 (5.063) for Delhi NCR students and 18.36 (6.536) for outstation students.

Furthermore, significant result was calculated in how different gender groups regulate their emotions. The t-test for independent sample was found where $t = 0.034$ with $p<0.05$ level while mean (SD) is 49.59 (10.138) for males and 45.39 (9.428) for females. Expressive suppression was significantly different on the gender group, the result was found to be the $t =0.001$, $p<0.01$

while mean (SD) is 19.71 (5.244) and 15.92 (5.837) for males and females after the computation of independent sample t-test; however, cognitive appraisal was not found to be significantly different in males and females, with t =0.644 and mean (SD) is 29.88 (6.882) for males and 29.27 (6.116) for females.

The result found in both groups on their emotion regulation can have various reasons underlining it. Emotion regulation is often influenced by various characteristics like valence and intensity of experienced emotions, and how negative emotions are suppressed and reappraised compared to positive emotions which are more acceptable to people (Gross and John, 2003; Gross *et al.*, 2006). Emotional valence is not associated with sharing of emotions socially as each positive emotion elicits an emotional sharing, likewise for negative emotions (Rimé *et al.*, 2011). According to studies, in order to share emotions, a certain threshold needs to be achieved by those certain feelings (Luminet *et al.*, 2000; Rimé *et al.*, 2011). Emotions are better regulated if they are have more intensity and might lead to greater reappraisal and suppression (Decker *et al.*, 2008; Westen, 1994). This indicates that a shred of evidence exists that strategies of regulating emotions depend on the qualities of emotions which are experienced.

The ability to bounce back is called resilience. Hypothesis stated that the Delhi undergraduate students will have more resilience than the outstation students. T-test of independent sample was calculated to study the differences in both the groups, but, significant result was not established, where t =0.166, and mean (SD) is 77.24 (9.899) for Delhi NCR students and 80.20 (11.283) for outstation students with the mean difference of -2.960. In accordance with the Connor Davidson Resilience Scale's four subscales (CD-RISC 25, 2003) the difference was also measured in both the groups. The subscales are hardiness, optimism, resourcefulness, and purpose. The skill of the individual to face emotional and physical stressors without the individual being overwhelmed is known as hardiness. No significant difference was found in hardiness in the two groups. Optimism is a capacity of the individual which pushes a person to take constructive decisions and behaviours. There was no significant result found in this resilience's subscale. Resourcefulness, yet, was found to be significantly different in the two groups at $p<0.01$ where t value is 0.011. Purpose, the last subscale of resilience had no significant result among the two groups.

Independent sample t-test found the difference in the level of resilience between the gender group, males and females. Between gender group a significant difference was established in their resiliency level with t =0.018 at $p<0.05$. Independent t-test was computed for all the subscales, and a significant difference was established in the subscale of hardiness at $p<0.05$ and optimism at $p<0.01$ between the gender group.

The same level of resilience was established among the pupils who move from native place to get higher level of studies as the students who are the residents of Delhi NCR. Sojourners are mostly extremely inspired and focused on their academics and treasure their work, who move away from their parents to build a future (Fuligni, 2012). Individual characteristics like family strengths which are learned, cultural factors, and community supports also influence the level of resilience (Cardoso, 2012).

Pearson's correlation was found to see the correlation among resilience and emotion regulation on both group's data comprising of Delhi NCR undergraduates and outstation students. Pearson's correlation was established among both the constructs with $r=0.583$ at $p<0.01$, which means there's a positive correlation between resilience and emotion regulation.

Resilience as a concept involves an experience of adversity, in spite of it being considered a trait or outcome. The adversity experienced is intrinsically emotional. The capacity to recovery from a stressful and chronic situation, it is necessary to identify the emotional experience to consider the ways a person might cope with the emotions (Kay, 2016).

Conclusion:

This present research unravelled that there was no significant difference to be found between the resilience and the emotion regulation levels among the undergraduate students who are the residents of Delhi NCR and live in their households, students from the Delhi NCR and students who move to new towns to seek higher and better education, which are the students from the outstation. Regardless, there was a significant difference among gender on the levels of regulating emotions, but no significant difference was established in resilience among males and females. Pearson's correlation revealed that there is a positive correlation among emotion regulation and resilience. The sample which was taken into consideration, constituted only a small fragment of

the entire population, therefore, it is difficult and unethical to generalise the research to the whole population. However, at the same time it has been revealed that our ability to deal with difficult situations is linked to how we monitor our emotions.

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