Strategies of emotion regulation in students – future human relations professionals

Abstract

In the presented study, selected emotion regulation (ER) strategies were designed in accordance with Gross and Thompson’s model. Students of primary education (n = 116), social pedagogy (n = 72) and preschool education (n = 54) – future human relations professionals – assessed the frequency of the use and efficiency of these ER strategies. Students use various ER strategies, the most frequent and efficient being physical activation and social support, and the least frequent and efficient being substance use. Correlations between the use and efficiency of ER strategies within the groups of students are mostly moderately high or high. There are only a few differences between the student groups in terms of perception of the use and efficiency of ER strategies.

Keywords: emotion, emotion regulation strategy, efficient emotion regulation, students, education.

Introduction

Emotion regulation (ER) has become a central topic in psychological research (Gross, 1998; Matsumoto, 2006), as it has many important implications for a broad spectrum of the individual’s functioning. For instance, ER is positively associated with a good social relationship with peers (e.g., Eisenberg, Hofer, & Vaughan, 2009; Lopes, Salovey, Cote & Beers, 2005) and the quality of the student-teacher relationship (e.g., Chang, 2013; Meyer & Turner, 2007). Since the students in our sample are future human relations professionals (future preschool and primary