

EMOTIONAL REGULATION AS PREDICTOR OF PSYCHOLOGICAL WELL-BEING AMONG STUDENTS OF KWARA STATE COLLEGE OF NURSING SCIENCES, ILORIN, NIGERIA

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Abstract

This study investigated Emotional Regulation as Predictor of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. The study has 5 objectives, 2 research questions and 3 research hypotheses. The study adopted descriptive survey of research design. The Population of the Study comprised of all the 225 (100 Level to 300 level) male and female Students. Purposive simple random technique was used to select all the 225 (100 Level to 300 level). Two researcher designed instruments were used for the data collection. It included; Emotional Regulation Scale (ERS), and Psychological Well-Being (PWBS). It were validated by the two lecturers who specialized in test, measurement and evaluation, Department of Social Sciences Education, University of Ilorin to determine both face and content validity. Also, subjected to split-half method and equally to Pearson Moment Correlation Statistics and the reliability coefficients of 0.70 and 0.70 were obtained respectively. The research questions were answered using frequency count and percentage. The hypotheses were tested using Pearson Product Moment Correlation (PPMC) Statistic and t-test all at 0.05 level of significance. Based on the findings of this study, it was concluded that; the level of both Emotional Regulation and Psychological Well-Being were moderate. Also, there exist significant relationship between Emotional regulation and Psychological Well-Being among the Students. There was is no significant difference in the Emotional Regulation among Students based on gender and also there was is no significant difference in the Psychological Well-being among Students based on gender. The following recommendations among others were made. The nursing school students should develop high level of self-regulation in order to adjust to the school demands to be able to live a better life of psychological well-being. The management of colleges of nursing should have functional psychological testing and counselling centres in addressing student with self-regulation for better psychological well-being. The management of colleges of nursing in collaboration with educational psychologists and school counsellors should organize workshops, seminars and conferences on a regular basis to enlighten and educate the students on the self-regulation since it have been found to be determinant of students' psychological well-being.

Keywords: Emotional Regulation, Psychological Well-being.

Introduction

Emotional regulation is derived from social-constructivist view of emotions. Averill defined emotional regulation as one's ability to feel and express emotions honestly, as well as in unique ways that are effective in meeting the demands of both intra and interpersonal situations. Emotional creativity is defined as the ability to experience and express original, appropriate, and authentic combinations of emotions.

Also, Emotional regulation involves being able to control emotions and feelings that are personal. To be specific, it involves the ability to experience and modify different forms and intensity of the states

of internal emotions and the consequent impacts on the motivation, behaviour, physiology and attention process of an individual. From the perspective of processes, emotion regulation involves being able to modify and influence how and when some emotions are communicated and the form of expression of the emotion. Emotional regulation could be defined as the way one's emotions can be changed so as to adopt an emotional state that is acceptable. On this premise, emotion regulation is perceived as the connection simple knowledge about emotion and emotional expression that is consciously carried out. Therefore, emotional regulation enhances emotional balance. This is notable as the body is able maintain some level of temperature internally, without recourse to what obtains in the external temperature, emotion regulation thus gives one the ability to have an acceptable internal emotional state based on the external emotional-inducing factors stimulus (Cisler, Olatunji, Feldner and Forsyth, 2021). This is supported by research that found engineering students feel well-being and happiness because they have high emotion regulation; students can maintain and enhance emotions that they think are positive (Alfinuha & Nuqul, 2017). Also studies have found that the ability of each individual's emotional regulation varies based on emotional experience and behavior (Pahlevi & Salve, 2019). Based on this, it can be described that emotional regulation is an emotion that is an emotional control that is in students to deal with an external stimulus. Emotion regulation is the process of receiving, maintaining, and controlling events, the intensity and duration of emotions felt, physiological processes related to emotions, facial expressions, and observable behavior. Emotion regulation cannot be separated from human life. Mindfulness or cognitive processes help individuals regulate emotions or feelings and keep those emotions from being excessive. Therefore, the habit of students mastering negative emotions can make them able to control emotions in many situations.

The promotion of student's psychological well-being is a complex issue facing stakeholders and professionals today. There is a notable interest among health and educational experts to foster the health and psychological well-being of future generations; however, research into student's psychological well-being is limited and non-holistic in its approach. Students' psychological well-being is critical to the success of young people to their future WHO (2020). Clearly, students' psychological well-being is being recognized as a central component in the achievement of effective learning outcomes and is emerging as a priority within education at all levels nationally and internationally.

Psychological well-being is the cognitive and affective evaluations of an individual's existence, encompassing pleasant reactions to situations with decisions about fulfillment and cognitive happiness.. Happiness, self-actualization, vitality, self-acceptance, existence with meaning, optimal functioning, and life satisfaction are typically necessary concepts for psychological well-being. The meaning of life, self-development, mastery, autonomy, happiness with life, positive impacts, consistency, and hopefulness are all correlated with psychological well-being Ryff (2014). Psychological well-being of students could be gender sensitive. Gender difference (male and female) is an important variable because it is regarded to be a contributing factor to psychological well-being of students.

However, university students must deal with issues including living in dorms, selecting their specializations, planning for the future, and experiencing academic stress as they ponder their future academic and extracurricular activities Ersöz, (2017). These issues also include getting good grades and finding employment after graduation. These are some troubling dilemmas since they could impact undergraduate university students' psychological well-being through self-efficacy and self-regulation. Empirically, Udhayakumar. and Illango. (2018), found that majority of the college student in the current study are showing low emotional regulation could help in understanding why this population is so prone to getting addicted to and dependent on unhealthy behaviors. This information can be utilized by the teachers and parents to guide the students adequately and also to psycho-educate them about the importance of self-regulation of behavior emotions. Also, found no significant gender difference in the level of emotional regulation and psychological well-being in the sample. Thus, higher the self-regulation higher will be an individual's feeling of satisfaction and purpose in life. Emotionally regulated individuals find their life to be more meaningful and purposeful. Individuals who have high score in the dimension of self-acceptance under psychological well-being will be aware of their strengths and

weaknesses, recognize that life has ups and downs, and are non-judgmental.

Theoretically, the self-determination theory annotates behavior within two domains: autonomous and controlled functioning (Deci & Ryan, 1985). Autonomous functioning is identified by intrinsic motivation, or motivation that is regulated by the individual; or extrinsic motivation, which is motivation that is regulated by an external source. Self-regulation is identified as a predictor variable for this research. Self-regulation is when an individual has personal or endorsed value intrinsically in a task or goal. Students with more intrinsic motivation are found to internalize self-regulation for academic challenges (Deci & Ryan, 2000). Further research (Ryan & Deci, 2001) sought to understand why students engaged in their homework, and additional forms of autonomous self-regulation were outlined. An overall relative autonomy index (RAI) was developed to measure self-regulation outcomes. The RAI are a combination of subscales within the self-regulation questionnaire, which is used to identify the predictor variable, self-regulation. The four subscales are external motivation, introjected motivation, identified motivation, and intrinsic motivation.

Desirable social relationships contribute to student well-being. Supportive autonomy is found to enhance cohesion and improve competence with students (Reeve & Jang, 2006). This study used the characteristics found within these theoretical constructs to develop a model, which defined the problem of lowering well-being with students, by identifying the selected predictor variables as significant correlation to improve psychological well-being. Therefore, it as a result of the above gap that this study seeks to investigate Emotional Regulation as Predictor of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria.

Statement of the Problem

Many students in tertiary institutions including colleges of nursing might struggle with controlling their impulses and managing their time. This could cause problems with their grades and how they feel in general. This problem might happen because they don't recognize their own thoughts, feelings, and actions, which can make it hard for them to control their impulses and behavior. If we don't deal with this problem, these students might keep having a hard time reaching their school and personal goals. Undergraduate students may need help with managing their emotions and behaviors to be psychologically stable.

Despite gaining interest in psychological well-being of children and adolescents, little is known about students' psychological well-being and the factors that influence it in schools. Actually, one can claim a significant discrepancy between the widely accepted educational values that all students should feel well in school. On the one hand, students' psychological well-being seems to be more important factor for teachers, psychologist and school authorities. In the educational parlance, students' psychological wellbeing is used interchangeably with mental health, Balance of mind and good judgment; subjective understanding of positive psychological states such as happiness, life satisfaction, and a sense of purpose Ersöz, (2017).. Therefore, there is need to examine Emotional Regulation as Predictor of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

Objectives of the Study

The main objective of this study is to investigate Emotional Regulation as Predictor of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. Specifically to determine:

1. the level of Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria
2. the level of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria
3. the significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

4. the significant difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender
5. the significant difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

Research Questions

The following research questions were raised to guide the conduct of this study:

1. What is the level of Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria?
2. What is the level of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested in the study.

H₀₁: There is no significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

H₀₂: There is no significant difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

H₀₃: There is no significant difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender.

Methodology

This study adopted descriptive survey of research design. The Population of the Study comprised of all the 225 (100 Level to 300 level) male and female Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. Purposive simple random technique was used to select all the 225 (100 Level to 300 level) male and female Students. The reason why all the students were selected as respondents is because of their limited population. Two researcher designed instruments were used for the data collection in this study. These includes; Emotional Regulation Scale (ERS), and Psychological Well-Being (PWBS). The instruments were validated by the two lecturers who are specialized in test, measurement and evaluation Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria to determine both face and content validity. Also, to determine reliability of the instrument, it was subjected to split-half method and equally to Pearson Moment Correlation Statistics and the reliability coefficients of 0.70 and 0.70 were obtained respectively. Each of the two scales has 10 items with 4 points scale ranging from Strongly Disagree (1), to Disagree (2), Agree (3) and Strongly Agree (4). The research questions were answered by frequency count and percentage. The research hypotheses were tested using Pearson Product Moment Correlation (PPMC) Statistic and t-test all at 0.05 level of significance

Results

Answering Research Questions

Research Question 1: What is the level of Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria?

Table 1: Percentage Distribution of Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

Variable	Scores range	Frequency	Percentage %	Remark
Emotional Regulation	51-80	41	18	High
	31-50	135	60	Moderate
	1-30	49	22	Low

Table 1 revealed that out of 225 (100%), 41 (18%) represented high level of Emotional Regulation, 135 (60%) moderate level of Emotional Regulation and 49 (22%) low level of Emotional Regulation. This indicates that the level of Emotional Regulation was moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

Research Question 2: What is the level of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria?

Table 2: Percentage Distribution of Level of Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

Variable	Scores range	Frequency	Percentage %	Remark
Psychological Well-being	51-80	27	12	High
	31-50	125	56	Moderate
	1-30	73	32	Low

Table 2 revealed that out of 225 (100%), 27 (12%) represented high level of Psychological Well-being, 125 (56%) moderate level of Psychological Well-being and 73 (32%) low level of Psychological Well-being. This indicates that the level of Psychological Well-being was moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria.

Testing of Hypotheses

H0₁: There is no significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria.

Table 3: PPMC Showing Correlation between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria

Variables	N	Mean	SD	df	Cal Value	.r-	P-value	Decision
Emotional Regulation	225	22.57	11.18	223	.101		.000	rejected
Psychological Well-Being	225	20.46	10.09					

$P > 0.05$

Table 3 revealed that the calculated r-value is (.101) greater than the p-value (.000) at 0.05 level of significance and 223 degree of freedom. Therefore, the null hypothesis which states that there is no significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria is rejected. This indicates that there was significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria.

H0₂: There is no significant difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

Table 4: *t*-test showing difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

Variable	Group	N	Mean	SD	df	Cal .t- Value	Critical t- value	Decision
Emotional Regulation	Male	47	33.23	7.60	223	0.09	1.96	accepted
	Female	178	32.521	6.22				

P>0.05

Table 4 indicates that the calculated t-value is 0.09 while, the critical t-value is 1.96 and 223 degree of freedom. Since the calculated t-value of 0.09 is less than the critical t-value of 1.96 at 0.05 level of significance, the hypothesis is accepted. This means that there is no significant difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

H0₃ There is no significant difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

Table 5: *t*-test showing difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender

Variable	Group	N	Mean	SD	df	Cal .t- Value	Critical t- value	Decision
Psychological Well-Being	Male	47	37.35	7.54	223	0.10	1.96	accepted
	Female	178	36.50	7.24				

P>0.05

Table 5 indicates that the calculated t-value is 0.10 while, the critical t-value is 1.96 and 223 degree of freedom. Since the calculated t-value of 0.10 is less than the critical t-value of 1.96 at 0.05 level of significance, the hypothesis is accepted. This means that there is no significant difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender.

Summary of Finding

The finding of this study was summarized as follows;

1. The level of Emotional Regulation was moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria
2. The level of Psychological Well-being was moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria
3. There was significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria (calculated r-value is (.101) is greater than the p-value (.000) at 0.05 level of significance
4. There was is no significant difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender(calculated t-value is (0.09)) is less than the Critical t-value (1.96) at 0.05 level of significance
5. There was is no significant difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender (calculated t-value (0.10) is less than the

Critical t-value (1.96) at 0.05 level of significance.

Discussion of Findings

The result of the research question one revealed that the level of Emotional Regulation was moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. It indicates that Undergraduate Students have better Self-Regulation. The finding of this study supported by Fomina, Burmistrova and Savenkova (2020), who found that emotional regulation among university students was high and continued to be a strong predictor of students' psychological health even as they advanced in their studies.

The result of the research question two revealed that level of Psychological Well-being was moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. This implies that students experience better psychological well-being. The finding of this study corroborates with Reben (2021), who found that the psychological well-being of Salahaddin University students was shown to be higher when they exhibited high level of emotional regulation.

The result of hypothesis one revealed there was significant relationship between Emotional Regulation and Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. The finding of this study is in line with Gagnon (2016), who found that students in higher institutions experience high level of emotional regulation and found to live better psychological well-being. It also found that emotional regulation connects individuals' performance by setting priorities, planning activities, and monitoring progress. Emotional regulation enable students to take into account a variety of experiences in a range of areas, including personality, social skills, academic performance, and psychological well-being (McMillan, 2010).

The result of hypothesis two revealed that there was is no significant difference in the Emotional Regulation among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender. The finding of this study agree with Siddiqui (2015), who found that among undergraduate students both male and female had the same significant level of emotional regulation and has impact on their psychological well-being.

The result of hypothesis three revealed that there was is no significant difference in the Psychological Well-being among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria based on gender. The finding of this study disagrees with Falci (2016), who found that gender affects psychological wellbeing of students. It further found that male as bold, assertive, tactful and economical with words while females are also assertive, gentle, and this might affect their psychological well-being by not believing in their ability to get a task completed.

Conclusions

Based on the findings of this study, the followings conclusions were reached; the level of both Emotional Regulation and Psychological Well-Being were moderate among Students of Kwara State College of Nursing Sciences, Ilorin, Nigeria. This implies that better emotional regulation enhances students' psychological well-being. There was significant relationship between Emotional Regulation and Psychological Well-being among Students. There was is no significant difference in the Emotional Regulation among Students based on gender and also there was is no significant difference in the Psychological Well-being among Students based on gender.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. The nursing school students should develop high level of self-regulation in order to adjust to the school demands to be able to live a better life of psychological well-being.
2. The management of colleges of nursing should have functional psychological testing and counselling centres in addressing student with self-regulation for better psychological well-being.

3. The management of colleges of nursing in collaboration with educational psychologists and school counsellors should organize workshops, seminars and conferences on a regular basis to enlighten and educate the students on the self-regulation since it have been found to be determinant of students' psychological well-being.

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