Emotion Regulation Skills and Self-Control as Predictors of Resilience in Teachers Candidates

Mehmet Enes Sağar¹

¹ Department of Child Care and Youth Services, Çay Vocational School, Afyon Kocatepe University, Afyon, Turkey

Correspondence: Mehmet Enes Sağar, Department of Child Care and Youth Services, Çay Vocational School, Afyon Kocatepe University, Afyon, Turkey. E-mail: mehmetenes15@gmail.com

Received: January 20, 2021      Accepted: March 28, 2021      Online Published: May 17, 2021
doi:10.5539/ies.v14n6p103                  URL: https://doi.org/10.5539/ies.v14n6p103

Abstract
This research aims to examine how emotion regulation skills and self-control variables influence teacher candidates’ levels of resilience. The research was conducted based on the relational screening model. The research group consisted of a total of 462 students, 225 (48.7%) boys and 237 (51.3%) girls, studying at Afyon Kocatepe University Faculty of Education in the 2020-2021 academic year. The average age of the research group was 20.23. “Personal Information Form”, “Brief Resilience Scale”, “Emotion Regulation Skills Scale” and “Self-Control Scale” were used as data collection tools in the context of the research. Stepwise regression analysis method from multiple linear regression analysis was used to analyze the data obtained from the research. In the study, it was concluded that emotion regulation skills and self-control significantly predicted teacher candidates' resilience.

Keywords: teacher candidates, resilience, emotion regulation skills, self-control

1. Introduction
Psychological distress negatively affects physical, mental and academic well-being (Foster, Allen, Oprescu, & McAllister, 2014). On the other hand, some factors such as turning to unprofessional resources in order to eliminate the troubles and fear of being stigmatized cause problems (Raviv, Sills, Raviv, & Wilansky, 2000; Tishby et al., 2001; Setiawan, 2006; Ryan, Shochet, & Stallman, 2010). In this context, the concept of resilience may come to the fore in order to cope with problems.

The concept of “Resilience” defines people who show harmony and courage after misfortunes in life (Wagnild & Young, 1990). They are expressed as mechanisms that protect people against psychological risks associated with distress (Rutter, 1987). Resilience refers to the successful adaptation process, capacity or result of a person despite challenging or threatening conditions (Masten, Best, & Garmezy, 1990). It reveals a personal quality that enables the person to cope with difficulties and succeed against them (Connor & Davidson, 2003). According to Rutter (1987), resilience consists of four main processes: reducing the risk impact, reducing negative chain reactions, creating and maintaining self-esteem and self-efficacy, and opening opportunities. Block and Kremen (1996) emphasize that people with relatively high resilience tend to be more competent and comfortable in the interpersonal “uncertain” world. In addition, Masten, Best, and Garmezy (1990) states that although resilience has a high risk status in the psychology literature, it is used to describe three different phenomena in the context of good results, continuous competence under threat, and recovery from trauma. When different definitions in the literature are examined, resilience; it is seen that it is addressed as being able to protect psychological health against negative life situations and stress, to be able to adapt, to be functional, to be able to cope, to be optimistic and to get positive experiences from negative events, to be successful and to be healthy (Carver, 1998; Masten, 2001; Connor & Davidson, 2003; Bonanno, 2004; Smith, Tooley, Christopher, & Kay, 2010; Windle, 2010). In general, resilience characterizes the ability to cope with the negative effects of the difficulties and stress in one’s life and return with harmony and courage, and it is a behavioral adaptation characterized as the person’s inner well-being or effective functioning with the environment or both (Masten, Best, & Garmezy, 1990; Wagnild & Young, 1990; Wagnild & Young, 1993). In the light of this information, resilience can be expressed as the ability to overcome stressful and stressful situations in one’s life, to adapt positively to them and to fight against difficulties effectively.

When the literature is examined; resilience was found to be related to variables such as optimism
the ability to effectively regulate their emotions and have low emotion regulation skills may be low. At this point, it is thought that resilience may be related to emotion regulation skills.

Problems (Berking & Lukas, 2015). In this context, it can be said that the resilience of teacher candidates who lack self-control is considered as another concept examined in this research. Self-control can be considered as the ability to regulate one’s inner state or reactions (Baumeister & Vohs, 2007). According to Rosenbaum (1980), self-control is defined as the ability to regulate one’s physical and emotional responses, delay instant pleasure, and stop impulsive behavior. Baumeister, Bratslavsky, Muraven, and Tice (1998) express self-control as the ability to successfully invalidate one’s impulses. Self-control is defined as all the efforts made by an individual to change their inner state or reactions (Baumeister & Vohs, 2004). In addition, Baumeister, Vohs, and Tice (2007) emphasize that self-control can improve one’s well-being and mental health and is a promising way to achieve this. Self-control in general can be expressed in the form of acting excessively restrained and cautious, as well as not being nervous and spontaneous (Peterson & Seligman, 2004). It can also be called willpower and self-discipline (Duckworth & Kern, 2011). In this direction, it can be expressed as the ability to control the wishes and behaviors of the person. It can be said that the resilience of teacher candidates who can control their impulses and behavior may be high. Therefore, it is thought that resilience may be related to self-control.

In line with the literature review conducted on the subject of resilience, it has been determined that there are studies that examine resilience together with different variables. However, no study was found that examined the resilience variable together with emotion regulation skills and self-control variables. Therefore, it is considered...
very important and valuable for this study to contribute to the field of psychological counseling. In this context, the purpose of this study is to examine to what extent emotion regulation skills and self-control variables predict teacher candidates’ resilience levels.

2. Method

2.1 Research Model

The research was conducted in the context of the relational screening model. Relational screening model is a research model that aims to determine whether there is a relationship between two or more variables or the degree of the relationship (Karasar, 1999; Fraenkel & Wallen, 2006).

2.2 Research Group

The research group of this study consisted of a total of 462 students, 225 (48.7%) boys and 237 (51.3%) girls, studying at Afyon Kocatepe University Faculty of Education in the 2020-2021 academic year. The gender distribution of the study group in this study is given in Table 1. The age distribution of teacher candidates participating in the study is in the range of 18-26. In addition, the research group has an average age of 20.23.

Table 1. Distribution of research group by gender

| Gender | N   | %   |
|--------|-----|-----|
| Male   | 225 | 48.7|
| Female | 237 | 51.3|
| Total  | 462 | 100 |

2.3 Data Collection Tools

2.3.1 Personal Information Form

The purpose of preparing this form is to learn personal information from teacher candidates. Privacy policy has been observed when asking information in this form.

2.3.2 Brief Resilience Scale (B.R.S.)

Developed by Smith et al. (2008), this scale was adapted into Turkish by Doğan (2015). The scale is of the fives likert type and consists of six items. The high scores obtained from this scale indicate a high level of resilience. The internal consistency coefficient for this scale .83 identified (Doğan, 2015). Reliability coefficient in this study .82 was found.

2.3.3 Emotion Regulation Skills Scale (E.R.S.S.)

Developed by Berking and Znoj (2008), this scale was adapted into Turkish by Vatan and Kahya (2018). This scale is of the fives likert type and consists of twenty-seven items. High scores from this scale, which can be evaluated with the total score average, indicate that emotion regulation skills are higher. In the Turkish adaptation study of the scale, the internal consistency coefficient of the scale was found to be 0.89 (Vatan & Kahya, 2018). Reliability coefficient in this study .92 was found.

2.3.4 Self-Control Scale (S.C.S.)

This scale was developed by Rosenbaum (1980) and its Turkish adaptation was carried out by Duyan, Gülden, and Gelbal (2012). This scale is of six likert type. In addition, the scale consists of thirty six items. Cronbach’s Alpha reliability coefficient value was determined as 0.80 in the overall scale (Duyan, Gülden, & Gelbal, 2012). Reliability coefficient in this study .85 was found.

2.4 Ethics and Collection of Data

At the beginning of the study, an application was made to the Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee and ethical approval was obtained from the committee (Meeting No: 04; Document: 9153). After ethical approval, the research data collection tools used in this study was prepared using Google Form. The prepared forms were sent to prospective teachers by e-mail and the data were collected using the online method. Informed consent was obtained from the candidate teachers in accordance with the voluntary basis of the study. During the data collection process, information was provided by taking the confidentiality principle into consideration.
2.5 Data Analysis

In this study, in terms of analyzing the data, it was examined whether there are extreme values regarding the normality of the data and the assumptions of linearity, respectively. These values were examined according to mahalanobis distance (13.82), cook’s (Cook ‘<1) and leverage values (.000 -.020) values. It was seen that kurtosis and skewness values of the data were between +1 and -1, and scatter and histogram graphs were also examined. Based on these investigations, the data of 10 people were not processed due to the presence of extreme values in their data that could negatively affect the data analysis. The sample size is appropriate in terms of the number of predictive variables. In addition, there should not be a high correlation coefficient between predictor variables in multiple linear regression analysis. Accordingly, it was found that there is no correlation above .80 between the predictive variables (Table 3). It has been observed that tolerance values are higher than .20. In addition, it has been observed that VIF values are below 10 and CI values are below 30. In order to examine the condition of being independent in errors, Durbin-Watson value has been examined; It has been observed that this value is between 1 and 3 (DW= 1.86) and does not cause any problems. It has been determined that the data obtained from the research based on the investigations are suitable for the multiple linear regression analysis. In analyzing the data obtained from the research group, it was analyzed using the stepwise regression analysis method from the multiple linear regression analysis. In the context of this study, the level of significance was taken as .05 (Akbulut, 2010; Büyüköztürk, 2011; Tabachnick & Fidell, 2013).

3. Findings

The arithmetic mean and standard deviation values related to the “Brief Resilience Scale”, “Emotion Regulation Skills Scale” and “Self-Control Scale” scores obtained from the research group are given in Table 2.

Table 2. Arithmetic mean and standard deviation values

|                      | N  | X̄    | S  |
|----------------------|----|-------|----|
| Brief Resilience Scale (B.R.S.) | 462 | 17.32 | 4.81 |
| Emotion Regulation Skills Scale (E.R.S.S.) | 462 | 2.64 | .85 |
| Self-Control Scale (S.C.S.) | 462 | 44.11 | 42.1 |

X̄: Mean; S: Standard deviation.

According to Table 2, the corresponding values are in the form of resilience (X̄=17.32, S=4.81) and emotion regulation skills (X̄=2.64, S=.85) and self-control (X̄=44.11, S=42.1). Relationships between teacher candidates’ resilience, emotion regulation skills and self-control were analyzed using simple correlation analysis method and presented in Table 3.

Table 3. Simple correlation analysis coefficients regarding the variables

|                      | B.R.S. | E.R.S.S. | S.C.S. |
|----------------------|--------|----------|--------|
| Brief Resilience Scale (B.R.S.) | 1      |          |        |
| Emotion Regulation Skills Scale (E.R.S.S.) | .506** | 1       |        |
| Self-Control Scale (S.C.S.) | .479** | .428**  | 1      |

**p<.01.

According to Table 3, the relationship between resilience and emotion regulation skills is at a positively significant level (r = .506, p <.01). In addition, the relationship between resilience and self-control is at a positively significant level (r = .479, p <.01). With this finding, it can be stated that as the emotion regulation skills and self-control of the teacher candidates increase, the resilience also increases.

In the stepwise regression analysis, according to the ANOVA table, the explained variance (regression model) was found to be significant (F1/460 = 158.42; F2/459 = 118.48; p < .01). In this context, the predictive variables achieved success in the prediction process on the model.
Table 4. Multiple linear regression analysis (stepwise) results for predicting resilience

| Model | U.C | S.C |
|-------|-----|-----|
|       | B   | Std. Error | ß  | t  | Zero | Partial | R  | R² | F   | df |       |
| 1.(C.) | 9.75 | .632 | 15.44 | .506 | .256 | 158.42 | .506 | .256 | 158.42 | 1/460 |
| E.R.S.S.| 2.86 | .228 | .506 | 12.58 | .506 | .506 |
| 2.(C.) | 10.18 | .598 | 17.03 | .584 | .340 | 118.48 | .506 | .380 | 118.48 | 2/459 |
| E.R.S.S.| 2.08 | .237 | .369 | 8.79 | .506 | .380 |
| S.C.   | .03  | .005 | .321 | 7.66 | .479 | .337 |

* p < .05, C: Constant, U.C: Unstandardized Coefficients, S.C: Standardized Coefficients, E.R.S.S.: Emotion Regulation Skills Scale, S.C.S.: Self-Control Scale.

According to Table 4, both emotion regulation skills and self-control variables were included in the multiple linear regression analysis on the grounds that they significantly predicted resilience. Both variables (emotion regulation skills and self-control) are significantly and positively associated with the resilience variable according to beta and correlation (binary-partial) values. Emotion regulation skills and self-control variables together account for 34% of the total variance in the resilience of teacher candidates (R = .584; R² = .340; p < .01).

The beta coefficient for predicting the resilience of the emotion regulation skills variable, which was examined in the first step of the stepwise regression analysis, is .506. It was determined that the t-test for the significance of the beta coefficient gave a significant result (t = 12.58; p < .01). Only emotion regulation skills variable explains about 26% of resilience. (R = .506; R² = .256).

In the second step of step regression analysis, self-control was added to the model in addition to the emotion regulation skills variable. As a result of keeping other variables that affect resilience constant, both variables (emotion regulation skills and self-control) explain 34% of resilience (R = .584; R² = .340; p < .01). As a result of keeping the other variables in the model constant, the beta coefficient of emotion regulation skills is .369; beta coefficient of the self-control variable is .321. It was determined that the t-test for the significance of the beta coefficient gave a significant result (t<sub>E.R.S.S.</sub> = 8.79; p < .01, t<sub>S.C.S.</sub> = 7.66; p < .05).

According to the t test results of the beta coefficients and beta coefficients of the variables that entered the model after the second step, emotion regulation skills and self-control variables were found to significantly predict resilience. Considering the beta values of the variables in the model, it was determined that the resilience of the teacher candidates was significantly predicted by “emotion regulation skills” in the first place and “self-control” variables in the second place.

4. Conclusion, Discussion and Suggestions

According to the results of the study, it was determined that there is a positive and significant relationship between resilience and emotion regulation skills and self-control. In addition, as a result of this study, it was seen that emotion regulation skills and self-control variables were significant predictors of resilience variables. Emotion regulation skills and self-control variables together explained 34% of resilience. It was determined that the variables of “emotion regulation skills” respectively and “self-control” in the second place significantly predicted the resilience of the teacher candidates.

It is also very valuable that candidates for teachers can be a good practitioner and a good teacher in the future, as well as be psychologically sound individuals away from psychological problems. In this context, it is thought that knowing the variables that can increase their resilience in order for teacher candidates to overcome and cope with the negative events and stress situations they experience is very important in terms of reducing these negatives and providing alternatives to the subject.

In this study conducted with teacher candidates, it was observed that emotion regulation skills variable predicted resilience in the first place and there was a significant positive relationship between them. In other words, it can be said that as the level of emotion regulation skills of teacher candidates increases, their resilience increases. This result obtained from the research supports the current research results in the literature. Similarly, in these studies, it was determined that there is a positive and significant relationship between resilience and emotion regulation skills (Baghjari, Saadati, & Esmaeilinasab, 2017; Mestre, Núñez-Lozano, Gómez-Molinero, Zayas, & Guil, 2017; Pendergast; 2017; Arici-Özcan, Çekici, & Arslan, 2019; Karimi & Esmaeili, 2020; Seçim, 2020). In addition, resilience is expressed as the ability of individuals to cope with difficulties in order to adapt (Rutter, 1987; Masten, Best, & Garnezy, 1990; Wagnild & Young, 1990; Wagnild & Young, 1993). In this context, when the literature was
examined, it was determined that there was a significant positive relationship between resilience and coping strategies (Dumont & Provost, 1999; González-Torres & Artuch-Garde, 2014; Secades et al., 2016; Davarniya, Shakarami, & Zahrakar, 2019). In other words, the ability to use emotion regulation skills in the face of life difficulties can have a positive effect on resilience. Therefore, it is thought that high level emotion regulation skills have an important function in increasing the resilience of teacher candidates.

In this study conducted with teacher candidates, it was determined that the self-control variable predicted resilience after emotion regulation skills at a significant level and there was a significant positive relationship between them. In other words, it can be said that as the level of self-control increases in teacher candidates, the level of resilience increases. This result obtained from the research supports the current research results in the literature. Similarly, in these studies, it was determined that there is a positive and significant relationship between resilience and self-control (Vötter, 2009; Seok et al., 2012; Artuch-Garde et al., 2017; Yang, Zhou, Cao, Xia, & An, 2019). In addition to the studies that directly support the result of this study, there are also research results showing that high self-control levels of individuals have a positive effect on their lives (Duckworth & Seligman, 2005; Ramezani, & Gholtash, 2015; de la Fuente et al., 2020; Massar, Bělostíková, & Sui, 2020). Based on the results of this research, it can be said that increasing the level of self-control of prospective teachers has an important function in increasing their resilience. In this context, it is thought that studies to be carried out to increase the resilience of teacher candidates will have a positive effect on increasing their self-control levels.

In line with the results obtained from the study, it is thought that it is important to include studies aimed at increasing the emotion regulation skills and self-control levels in increasing the resilience of teacher candidates. This research can be seen as remarkable with the result that high emotion regulation skills and self-control help increase resilience. But; the variables examined with resilience, the research group, have some limitations such as the fact that the research is only with quantitative data. A similar research in this direction is conducted in different groups (adolescents, adults...etc.) can be executed on. Resilience can be examined in terms of different variables. By adding new variables to emotion regulation skills and self-control variables, the research can be done even more broadly. In order to increase the resilience of teacher candidates, studies that can increase their emotion regulation skills and self-control levels can be studied. In addition, different activities can be prepared and applied in the field of psychological counseling.

References
Abolghasemi, A., & Varaniyab, S. T. (2010). Resilience and perceived stress: predictors of life satisfaction in the students of success and failure. Procedia-Social and Behavioral Sciences, 5, 748-752. https://doi.org/10.1016/j.sbspro.2010.07.178

Akbulut, Y. (2010). Sosyal bilimlerde SPSS uygulamaları. İstanbul: İdeal Kültür Yayıncılık.

Arıcı-Ozcan, N., Cekici, F., & Arslan, R. (2019). The relationship between resilience and distress tolerance in college students: The mediator role of cognitive flexibility and difficulties in emotion regulation. International Journal of Educational Methodology, 5(4), 525-533. https://doi.org/10.12973/ijem.5.4.525

Artuch-Garde, R., González-Torres, M. del C., de la Fuente, J., Vera, M. M., Fernández-Cabezas, M., & López-Garcia, M. (2017). Relationship between resilience and self-regulation: A study of spanish youth at risk of social exclusion. Frontiers in Psychology, 8, 1-11. https://doi.org/10.3389/fpsyg.2017.00612

Baghjari, F., Saadati, H., & Esmaeilinasab, M. (2017). The relationship between cognitive emotion-regulation strategies and resiliency in advanced patients with cancer. International Journal of Cancer Management, 10(10), 1-6. https://doi.org/10.5812/ijcmanagement.7443

Banerjee, Y., Akhras, A., Khamis, A. H., Alsheikh-Ali, A., & Davis, D. (2019). Investigating the relationship between resilience, stress-coping strategies, and learning approaches to predict academic performance in undergraduate medical students: protocol for a proof-of-concept study. Jmir Research Protocols, 8(9), 1-12. https://doi.org/10.2196/14677

Baumeister, R. F., & Vohs, K. D. (2004). Handbook of self-regulation: Research, theory and applications. New York: The Guilford Press.

Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? Journal of Personality and Social Psychology, 74, 1252-1265. https://doi.org/10.1037/0022-3514.74.5.1252

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. Current Directions in Psychological Science, 16(6), 351-355. https://doi.org/10.1111/j.1467-8721.2007.00534.x
Berking, M. (2010). *Training emotionaler kompetenzen [Affect regulation training]* (2nd ed.). Heidelberg, Germany: Springer. https://doi.org/10.1007/978-3-642-05230-9

Berking, M., & Lukas, C. A. (2015). The affect regulation training (ART): A trans diagnostic approach to the prevention and treatment of mental disorders. *Current Opinion in Psychology, 3*, 64-69. https://doi.org/10.1016/j.copsyc.2015.02.002

Berking, M., & Znoj, H. (2008). Entwicklung und validierung eines fragebogens zur standardisierten selbsteinschätzung emotionaler kompetenzen (SEK-27). *Zeitschrift Für Psychiatrie, Psychologie Und Psychotherapie, 56*(2), 141-153. https://doi.org/10.1024/1661-4747.56.2.141

Berking, M., Wupperman, P., Reichardt, A., Pejic, T., Dippel, A., & Znoj, H. (2008). Emotion-regulation skills as a treatment target in psychotherapy. *Behaviour Research and Therapy, 46*(11), 1230-1237. https://doi.org/10.1016/j.brat.2008.08.005

Block, J., & Kremen, A. M. (1996). IQ and ego-resiliency: Conceptual and empirical connections and separateness. *Journal of Personality and Social Psychology, 70*(2), 349-361. https://doi.org/10.1037/0022-3514.70.2.349

Bonanno G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist, 59*(1), 20-28. https://doi.org/10.1037/0003-066X.59.1.20

Büyüköztürk, Ş. (2011). *Sosyal bilimler için veri analizi el kitabı* (15. Baskı). Ankara: Pegem Akademi Yayıncılık.

Carver, C. S. (2010). Resilience and thriving: Issues, models, and linkages. *Journal of Social Issues, 54*(2), 245-266. https://doi.org/10.1111/j.1540-4560.1998.tb01217.x

Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale (CD-RISC). *Depression and Anxiety, 18*(2), 76-82. https://doi.org/10.1002/da.10113

Davarniya R., Shakarami M., & Zahrakar K. (2019). Resilience, coping strategies, and social support: important predictors of students’ vulnerability to stress. *Journal of Research & Health Social Development & Health Promotion Research Center, 9*(1), 90-94. https://doi.org/10.29252/jrh.9.1.90

De la Fuente, J., Paoloni, P., Kauffman, D., Yilmaz Soylu, M., Sander, P., & Zapata, L. (2020). Big five, self-regulation, and coping strategies as predictors of achievement emotions in undergraduate students. *International Journal of Environmental Research and Public Health, 17*(10), 1-20. https://doi.org/10.3390/ijerph17103602

Doğan, T. (2015). Kısa psikolojik sağlamlık ölçeğinin Türkçe uyarlanması: Geçerlik ve güvenirlik çalışması. *The Journal of Happiness ve Well-Being, 1*(3), 93-102. https://doi.org/10.19128/turje.181073

Duckworth, A. L., & Kern, M. L. (2011). A meta-analysis of the convergent validity of self-control measures. *Journal of Research in Personality, 45*(3), 259-268. https://doi.org/10.1016/j.jrp.2011.02.004

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16*(12), 939-944. https://doi.org/10.1111/j.1467-9280.2005.01641.x

Dumont, M., & Provost, M.A. (1999). Resilience in adolescents: Protective role of social support, coping strategies, self esteem, and social activities on experience of stress and depression. *Journal of Youth and Adolescence, 28*(3), 343-363. https://doi.org/10.1023/A:1021637011732

Duyan, V., Gülden, Ç., & Gelbal, S. (2012). Özendirme olsçüğü: Güvenirlik ve geçerlik çalışması. *Toplum ve Sosyal Hizmet Dergisi, 23*(1), 23-38.

Foster, J., Allen, B., Oprescu, F., & McAllister, M. (2014). Mytern: An innovative approach to increase students’ achievement, sense of wellbeing and levels of resilience. *Journal of the Australian and New Zealand Student Services Association, 43*, 31-40.

Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). New York: McGraw-Hill.

Gillespie, S. M., & Beech, A. R. (2016). Theories of emotion regulation. *The Wiley Handbook on the Theories, Assessment and Treatment of Sexual Offending, 245-263*. https://doi.org/10.1002/9781118574003.wattso012

Gómez-Molinero, R., Zayas, A., Ruiz-González, P., & Guil, R. (2018). Optimism and resilience among university students. *International Journal of Developmental and Educational Psychology, 1*(1), 147-153.
González-Torres, M. C., & Artuch-Garde, R. (2014). Resilience and coping strategy profiles at university: Contextual and demographic variables. *Electronic Journal of Research in Educational Psychology, 12*(3), 621-648.

Gross, J. J. (2001). Emotion regulation in adulthood: Timing is everything. *Current Directions in Psychological Science, 10*(6), 214-219. https://doi.org/10.1111/1467-8721.00152

Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry, 26*(1), 1-26. https://doi.org/10.1080/1047840X.2014.940781

Karasar, N. (2016). *Bilimsel Araştırma Yöntemi* (31. Basım). Ankara: Nobel Akademik Yayıncılık.

Karimi, S., & Esmaeili, M. (2020). The relationship between emotion regulation and resilience strategies with marital adjustment in female teachers. *Journal of Psychological Science, 19*(87), 291-298. https://doi.org/10.29252/psychosci.19.87.291

Ko, C.-Y. A., & Chang, Y. (2018). Investigating the relationships among resilience, social anxiety, and procrastination in a sample of college students. *Psychological Reports, 122*(1), 1-15. https://doi.org/10.1177/0033294118755111

Koole, S. L. (2009). The psychology of emotion regulation: An integrative review. *Cognition & Emotion, 23*(1), 4-41. https://doi.org/10.1080/02699930802619031

Massar, K., Bělostíková, P., & Sui, X. (2020). It’s the thought that counts: Trait self-control is positively associated with well-being and coping via thought control ability. *Current Psychology, 1*-10. https://doi.org/10.1007/s12144-020-00746-9

Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology, 2*(04), 425. https://doi.org/10.1017/S0954579400005812

Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*(3), 227-238. https://doi.org/10.1037/0003-066X.56.3.227

Mestre, J. M., Núñez-Lozano, J.M., Gómez-Molinero, R., Zayas, A., & Guil, R. (2017). Emotion regulation ability and resilience in a sample of adolescents from a Suburban Area. *Frontiers in Psychology, 8*, 1-13. https://doi.org/10.3389/fpsyg.2017.01980

Pendergast, K. (2017). *The role of resilience, emotion regulation, and perceived stress on college academic performance* (Unpublished master dissertation). The University of Tennessee at Chattanooga, Chattanooga, Tennessee.

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press and Washington, DC: American Psychological Association.

Pidgeon, A. M., Rowe, N., Stapleton, P., Magyar, H. B., & Lo, B. C. Y. (2014). Examining characteristics of resilience among university students: An international study. *Open Journal of Social Sciences, 2*, 14-22. https://doi.org/10.4236/jss.2014.211003

Ramezani, S. G., & Gholtash, A. (2015). The relationship between happiness, self-control and locus of control. *International Journal of Educational and Psychological Researches, I*(2), 100-104. https://doi.org/10.4103/2395-2296.152222

Raviv, A., Sills, R., Raviv, A., & Wilansky, P. (2000). Adolescents’ help-seeking behaviour: The difference between self- and other-referral. *Journal of Adolescence, 23*(6), 721-740. https://doi.org/10.1006/jado.2000.0355

Robbins, A., Kaye, E. & Catling, J. C. (2018). Predictors of student resilience in higher education. *Psychology Teaching Review, 24*(1), 44-52.

Rosenbaum, M. (1980). A schedule for assessing self-control behaviors: Preliminary findings. *Behavior therapy, 11*(1), 109-121. https://doi.org/10.1016/S0005-7894(80)80040-2

Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry, 57*(3), 316-331. https://doi.org/10.1111/j.1939-0025.1987.tb03541.x

Ryan, M. L., Shochet, I. M., & Stallman, H. M. (2010). Universal online interventions might engage psychologically distressed university students who are unlikely to seek formal help. *Advances in Mental
Secades, X. G., Molinero, O., Salguero, A., Barquín, R. R., de la Vega, R., & Márquez, S. (2016). Relationship between resilience and coping strategies in competitive sport. *Perceptual and Motor Skills, 122*(1), 336-349. https://doi.org/10.1177/0031512516631056

Seçim, G. (2020). Bilişsel esneklik ve duygusal düzenleme özelliklerinin psikolojik sağlamlık üzerine etkisi. *Türk Eğitim Bilimleri Dergisi, 18*(2), 505-524. https://doi.org/10.37217/tebd.716151

Seok, J. H., Lee, K. U., Kim, W., Lee, S. H., Kang, E. H., Ham, B. J., Yang, J.-C., & Chae, J. H. (2012). Impact of early-life stress and resilience on patients with major depressive disorder. *Yonsei medical journal, 53*(6), 1093-1098. https://doi.org/10.3349/ymj.2012.53.6.1093

Setiawan, J. L. (2006). Willingness to seek counselling, and factors that facilitate and inhibit the seeking of counselling in Indonesian undergraduate students. *British Journal of Guidance & Counselling, 34*(3), 403-419. https://doi.org/10.1080/03069880600769654

Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine, 15*(3), 194-200. https://doi.org/10.1080/1070550802229272

Smith, B. W., Tooley, E. M., Christopher, P. J., & Kay, V. S. (2010). Resilience as the ability to bounce back from stress: A neglected personal resource? *The Journal of Positive Psychology, 5*(3), 166-176. https://doi.org/10.1080/17439760.2010.482186

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.), Boston: Allyn and Bacon.

Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. *Monographs of the Society for Research in Child Development, 59*, 25-52. https://doi.org/10.1111/j.1540-5834.1994.tb01276.x

Tishby, O., Turel, M., Gumpel, O., Pinus, U., Lavy, S. B., Winokour, M., & Sznajderman, S. (2001). Helpseeking attitudes among Israeli adolescents. *Adolescence, 36*(142), 249-264.

Vatan, S., & Kahya Y. (2018). Duygu düzenleme becerileri ölçenin Türkçe'ye uyarlanması: Geçerlilik ve güvenirlik çalışması. *Anadolu Psikiyatri Dergisi, 19*(2), 192-201.

Vötter, B. (2020). Crisis of meaning and subjective well-being: The mediating role of resilience and self-control among gifted adults. *Behavioral sciences, 10*(1), 15. https://doi.org/10.3390/bs10010015

Wagnild, G. M., & Young, H. M. (1993). Development and psychometric evaluation of the resilience scale. *Journal of Nursing Measurement, 1*(2), 165-178.

Wagnild, G., & Young, H. M. (1990). Resilience among older women. *IMAGE: The Journal of Nursing Scholarship, 22*(4), 252-255. https://doi.org/10.1111/j.1547-5069.1990.tb00224.x

Windle, G. (2010). What is resilience? A review and concept analysis. *Reviews in Clinical Gerontology, 21*(02), 152-169. https://doi.org/10.1017/S0959259810000420

Yang, C., Zhou, Y., Cao, Q., Xia, M., & An, J. (2019). The relationship between self-control and self-efficacy among patients with substance disorders: Resilience and self-esteem as mediators. *Frontiers in Psychiatry, 10*, 1-10. https://doi.org/10.3389/fpsyt.2019.00388

Copyrights
Copyright for this article is retained by the author(s), with first publication rights granted to the journal.
This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (http://creativecommons.org/licenses/by/4.0/).