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

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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 negativities, 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

(Gómez-Molinero, Zayas, Ruíz-González, & Guil, 2018); self-esteem, exposure to stressful events (Robbins, Kaye, & Catling, 2018); academic performance (Banerjee, Akhras, Khamis, Alsheikh-Ali, & Davis, 2019); social anxiety and procrastination (Ko & Chang, 2018) and life satisfaction (Abolghasemi & Varaniyab, 2010).

With the start of university education, it is seen that there is an increasing acceptance that common stress factors such as changes in the environment, loss or decrease in social support networks, peer relations development, academic pressures may have harmful effects on students' mental health. In this context, resilience is seen as a feature that alleviates the negative effects of stress and supports students' adaptation. However, despite the serious importance of resilience, relatively little is known about the factors that increase resilience in university students (Pidgeon, Rowe, Stapleton, Magyar & Lo, 2014). In line with the researches in the literature and this information, it is very important to know the variables that affect the resilience of teacher candidates and to reveal alternatives to increase resilience. Therefore, in this study, the extent to which teacher candidates' emotion regulation skills and self-control levels predicted their resilience was examined.

Emotion regulation is the external and internal processes in which the individual is responsible for monitoring, evaluating and changing their emotional responses, especially their temporal and intense characteristics (Thompson, 1994). Emotion regulation can be expressed as a series of processes in which a person tries to redirect the flow of emotions. Emotion regulation can be described as the series of processes in which a person manages situations such as emotion, affect, mood and stress (Koole, 2009). Emotion regulation consists of two dimensions. These are in the form of reappraisal and suppression. Reappraisal is changing the way we think about a situation to reduce emotional impact. It is the beginning of generating emotion. Suppression comes after in the process of producing emotion. It includes preventing external emotional symptoms (Gross, 2001). Emotions strongly shape how a person interacts with the social and material world (Gross, 2015). Emotions represent mental states that occur spontaneously, negative or positive, short or longer lasting and can be experienced at varying levels of intensity. Emotions are under cognitive control. Therefore, emotion regulation dimensions indicate that emotions can be experienced more or less intensely (Gillespie & Beech, 2016). When the literature is examined, all these information about emotion regulation and emotions are related to the emotion regulation skills of the person. Emotion regulation skills are expressed as skills that can be applied to successfully regulate a wide variety of emotions (Berking et al., 2008). Berking tried to create a comprehensive definition by evaluating the results obtained from various studies conducted on emotion regulation skills. In this context, he proposes the "Coping With Emotions" model regarding emotion regulation skills. In this model, emotion regulation skills; emotional awareness, emotional identification and labeling, correctly interpreting body feelings related to emotions, conceptualizing their abilities as an interaction adapted to the situation, understanding the external and internal orientations of emotions, confronting negative emotions if necessary in order to achieve important goals, active negative emotions. to change, to accept unchangeable negative emotions, to tolerate negative emotions, and to support oneself compassionately in troubled situations (Berking, 2010). As people learn new and even stronger ways to regulate their emotions, they can enrich their emotional lives (Koole, 2009). Otherwise, the lack of emotion regulation skills causes the emergence of various mental health problems and the continuation of these problems (Berking & Lukas, 2015). In this context, it can be said that the resilience of teacher candidates who lack the ability to effectively regulate their emotions and have low levels of emotion regulation skills may be low. At this point, it is thought that resilience may be related to emotion regulation skills.

Self-control is considered as another concept examined in this research. Self-control can be considered as the adaptation of one's own reactions to standards such as moral values and social expectations (Baumeister, Vohs, & Tice, 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 leveragevalues (.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	$\bar{X}$	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

$\bar{X}$: Mean; S: Standard deviation.

According to Table 2, the corresponding values are in the form of resilience ($\bar{X}$=17.32, S=4.81) and emotion regulation skills ($\bar{X}$=2.64, S=.85) and self-control ($\bar{X}$=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 order	Partial	R	R^2	F	df
1.(C.)	9.75	.632		15.44[*]			.506[a]	.256	158.422[*]	1/460
E.R.S.S.	2.86	.228	.506	12.58[*]	.506	.506				
2.(C.)	10.18	.598		17.03[*]			.584[b]	.340	118.486[*]	2/459
E.R.S.S.	2.08	.237	.369	8.79[*]	.506	.380				
S.C.S.	.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; R^2 = .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; R^2 = .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; R^2= .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 ($t_{E.R.S.S.}$=8.79; p < .01, $t_{S.C.S}$=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, & Garmezy, 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.

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