

Introduction

- Emotion regulation (a process in which a person attempts to change the emotions they have) is important for daily functioning and well-being (Gross, 2015).
- People differ on the implicit goals they have concerning emotion regulation ability (Rusk et al., 2011). These goals can be split into goals to improve your emotion regulation skills (learning goals) and goals to prove your emotion regulation skills (performance goals).
- Performance goals can be split into goals to demonstrate competence (approach goals) and goals to avoid demonstrating incompetence (avoidance goals).
- Beliefs about controllability and usefulness of emotions have implications for both what emotion regulation strategies individuals choose and what goals for emotion regulation they emphasize (Moumne et al., 2021; Tamir et al., 2007).
- Controllability beliefs can be split into beliefs about emotions in general (implicit theories) and beliefs about one’s ability to control their own emotions (self-efficacy).
- To date, only one study (Moumne et al., 2021) examined the relationship between beliefs about emotions and emotion regulation goals. This study aimed to explore the relationships between emotion regulation goals and beliefs about controllability and usefulness of emotions.

Method

- Participants were 300 TCU students. Most were female (91.4%) and White (76%). $M_{Age} = 19.88$.
- Measures of emotion beliefs (implicit theories, self-efficacy, usefulness), emotion regulation goals, and well-being indicators (stress, anxiety, depression, loneliness, well-being, life satisfaction) were taken before and after the manipulation.
- An experimental manipulation was used to increase or decrease self-efficacy beliefs. Participants were randomly assigned into one of 3 groups and asked to complete a 3-part manipulation:
 1. Emotion Control Survey
 - High Self-Efficacy Group: Items phrased to increase confidence in emotion control.
 - Low Self-Efficacy Group: Items phrased to decrease confidence in emotion control.
 - Control Group: Survey about attitudes toward final exams.
 2. Writing Task
 - High Self-Efficacy Group: Wrote about situations when they regulated their emotions (easy).
 - Low Self-Efficacy Group: Wrote about situations when they regulated their emotions (hard).
 - Control Group: Wrote about study habits.
 3. Feedback
 - High Self-Efficacy Group: Told they were in top 15% of participants in emotion regulation skill.
 - Low Self-Efficacy Group: Told they were in bottom 15% of participants in emotion regulation skill.
 - Control Group: Received no feedback.

Higher emotion controllability beliefs predict higher emotion regulation motivation and better well-being

Results

	1	2	3	4	5	6	7
1.Implicit Theories	1						
2. Self-Efficacy	.703**	1					
3. Negative Usefulness	.043	.129	1				
4. Positive Usefulness	-.063	-.012	.171*	1			
5. Learning Goal	.123	.114	.095	-.058	1		
6. Perform. Avoidance Goal	-.111	-.155*	-.021	.139	.185*	1	
7.Perform. Approach Goal	.138	.275**	-.076	-.007	.278*	.370**	1
8. Stress	-.200**	-.258**	.047	.078	.121	.531**	.211**
9. Anxiety	-.273**	-.307**	.068	.104	.101	.476**	.121
10. Depression	-.171*	-.241**	.069	.098	.019	.487**	.192*
11. Emotional well-being	.089	.158*	-.017	-.139	.062	-.296**	-.073
12. Social well-being	.088	.202**	.061	-.09	.223**	-.224**	.066
13. Psychological well-being	.062	.229**	.026	-.118	.186*	-.297**	-.041
14. Life Satisfaction	.019	.112	-.047	-.153*	.053	-.221**	-.02
15. Loneliness	-.062	-.134	.074	.048	-.032	.402**	.047

- Believing you can control your own emotions predicted higher performance-approach goals and lower performance-avoidance goals.
- Higher performance-avoidance goals predicted worse mental health and well-being outcomes.
- Usefulness beliefs were not significantly associated with goals for emotion regulation.

- Experimental manipulation failed to change self-efficacy beliefs or emotion regulation goals.
- Participants in high self-efficacy condition were significantly more likely to believe emotions are controllable compared to participants in low self-efficacy condition following the manipulation.
- These effects did not significantly affect any emotion regulation goals.

