



**Emotional regulation and academic competence
as a predictive indicator of psychological well-
being of a sample of secondary school students
in the Ahmadi Governorate in the State of
Kuwait**

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Abstract

The present study aimed to verify the relationship of Emotional regulation and academic efficacy as a predictive indicator of psychological well-being among secondary school students in Ahmadi city, State of Kuwait, and to know the differences between these variables attributable to gender (males and females) and academic specialization (scientific, literary), and to know the effect of the interaction between These variables are also Emotional regulation and academic efficiency in achieving psychological well-being among students.

The sample consisted of (350) male and female secondary school students in the Ahmadi governorate, of (219) students (141) female students. For this purpose, the two researchers used: Emotional regulation scale, academic self-efficacy scale, and psychological well-being inventory, after verifying their validity and reliability on an exploratory sample representing the basic study sample. The descriptive approach was used in this study to verify the study questions and hypotheses by using appropriate statistical methods.

The results revealed a positive relationship between emotional regulation, academic self-efficacy and psychological well-being. The results also showed that there are differences between males and females in these variables in favor of females, as well as the existence of statistically significant differences between these variables in favor of the scientific study specialization compared to the literary major. The analysis of variance and regression revealed the ability to predict psychological well-being through academic efficacy and emotional regulation among secondary school students in the State of Kuwait.

Key words: Emotional regulation, Academic self-efficacy, Psychological well-being, High school students.

Introduction

The stage of adolescence is characterized as a period of storms and internal and external emotional fluctuations that can lead some adolescents to adopt negative behaviors in their daily lives, such as: psychological, academic, social and emotional problems that may hinder their psychological and social compatibility, in addition to the developmental problems of this transitional stage that they go through when they are faced with Sorts of transformations in the physical, psychological, cognitive and social indicators. It is very important for adolescents to maintain their mental health even when they are facing difficult events in their lives. As a result of these transformations, difficulties in regulating their emotions may appear, and a weakness in their ability to fully awareness or mindfulness of what they face in emotional or social situations, In addition to a decrease in the level of psychological resilience, which will negatively affect their academic achievement.

Emotions are one of the main and important aspects of the individual's personality, which grows along with everyday situations. It is an integral part of the comprehensive growth process through which the individual aspires to highlight his normal personality that helps him achieve the correct developmental path in his various thoughts, opinions, behaviors and emotions. Without these different emotional states and emotions, his life becomes boring, without fun, as he suffers from various emotional and personal problems (Hamdan 2010, 28).

Regulation Emotion of those experiences, feelings and thoughts in stressful life situations calls for the student to fine-tune those emotions according to an organized strategy, as indicated by Gross (2017). This regulation and self-control of emotions is a positive personality trait for adolescents

during their confrontation with every day or stressful situations of daily life, as indicated by many psychological theories, especially the Positive Psychology movement, and those positive emotional features that some students have are positively reflected in their balance. The emotional and their psychological and cognitive flexibility with high efficiency when confronted with multiple events, especially in academic situations, as they perform their academic and social duties well in light of the availability of appropriate conditions for this achievement, while individuals who do not have these positive emotional qualities, they are in most cases more vulnerable to behavioral problems. And emotional and academic, or even their suffering from psychological disorders, especially if the lack of organization and emotional control is the prevailing pattern in their lives. However, some students may have difficulty regulating their emotions in the academic environment, thus losing their ability to deal with some of these diverse emotions, because they believe that these negative emotions impede their behavior in certain ways. Numerous studies have indicated, such as one from Germora and Arsenio (Gumora & Arsenio, 2002, 395-413); And the study and Eisenberg and others (Eisenberg, et al, 2010,) indicate that the difficulties of emotional regulation in individuals, especially students, who are more susceptible to psychological problems, such as: depression and anxiety, obsessive bullying, aggressive behaviors, low academic achievement, test anxiety, and others (Lan & Morrison, 2008, 364--378); While individuals with balanced emotional organization in situations that require it, they are characterized by good psychological and social compatibility, high academic competence, and a sense of psychological and social well-being in the school academic environment, in addition to their ability to insight. And positive mental openness in stressful situations, as they deal with them in a positive way that helps them in psychological, emotional and academic compatibility.

The concept of academic self-efficacy refers to the capabilities of individual or personal resources that allow an individual or student to continuously control the changing conditions of the academic environment with a successful vision (Bandura, 1989). This process is the special evaluation that mediates between academic self-efficacy, emotional self-regulation, and outstanding academic performance of high school students, so that the high level of expectations of academic competence and emotional regulation helps the efforts exerted by the student in achieving the learning goals and the feeling of happiness, self and academic well-being et al, 20121).

Many researchers, such as Hackett and others (Hackett, et al, 2000) view that self-efficacy beliefs have an influence on emotional regulation and academic motivation. Schunk and Zimmerman (1995) argue that these perceptions of academic competence and emotional regulation are very important and are mostly positively linked to the student's academic performance and thus his feeling of happiness or psychological well-being for what he seeks to achieve from academic goals. The term Will Being encompasses all the ways in which people experience and evaluate their lives positively. And what exactly this concept means as a life experience can be understood in a positive way. Where some researchers argue that happiness is the same as well-being, but this can sometimes conjure images of immense joy for a cheerful person not known to many. Due to this, some prefer to view well-being as an extended period of contentment. For others, psychological well-being is simply about wellness, peace of mind, and contentment (& Csikszentmihalyi, Seligman 2000). (Esmailifar, et al, 2015, 13-15) believes that students who have the ability to emotional control and self-efficacy feel psychological well-being and happiness because of the control they feel about issues in their lives. Those who do not possess this emotional control and competence may feel weak and ineffective. It can be said that students who have the ability to control their emotions and have self-will and effectiveness are the ones who feel psychological well-being in the academic and social environment, unlike students who do not have such traits.

Therefore, the two researchers try to shed light on these concepts of positive psychology, represented in emotional regulation, efficiency or academic self-efficacy and psychological well-being, and to identify their levels and the relationship between them in light of some variables: (gender: males, females, and specialization: scientific, literary) At secondary school students in Al-Ahmadi Governorate in the State of Kuwait.

Scholastic problem:

One of the important issues in today's world is the lack of self and psychological happiness in people's lives, and this issue can cause many problems in terms of their satisfaction and quality of life. Individuals' well-being can be influenced by various factors, one of which could be the ability to self-discover individuals. In this method, those with a higher level of emotional organization and academic aptitude believe that they have a high percentage of abilities and skills in dealing with various issues. As a result, they may be able to successfully deal with various issues that make them feel happy and well-being; because they think they have emotional control over the issues of their lives. Factors affecting emotional regulation could be self-control, flexibility and self-efficacy. These features that an individual or student may refrain from make him feel comfortable through emotional control over different life situations, and thus more happiness and personal and psychological well-being.

High school students are among the most vulnerable groups in society, as they suffer from a lack of happiness and well-being due to various cultures and educational issues. Many previous studies indicated that self-regulation of emotions is a positive indicator of happiness and self-efficacy. The results of Verzeletti, et al. (2016) found that emotional regulation strategies are associated with adolescent well-being. As found by the study of Mabekoje, 2010)) (Ramizani and Gultash Ramezani & Gholtash, 2015)); Mongiovi, 2018) that emotional regulation is positively related to self-efficacy, happiness, and control center. Musa (2017) also found a positive relationship between happiness and self-regulation of emotions. Some previous studies also indicated the existence of differences between the sexes in emotional organization, such as the study Calvete & Orue (2012), which found differences in emotional organization in favor of females, and the study of both Jacob (2011), and Cui and others ((Cui, et al, 2014), which concluded that there are no differences between the sexes in emotional regulation.

It is also evident from the foregoing that the relationship between emotional organization, happiness and academic self-efficacy has not been clearly explored with regard to students in secondary schools in the State of Kuwait. Although there are studies confirming this relationship between school students and university students, the comparison between these variables in the Arab and local environment did not receive attention. Therefore, the researchers assume, as previously indicated, the existence of significant differences between secondary school students due to the variable of gender (males and females) and academic specialization (scientific, literary) in the variables of the current study.

From the above, the current study seeks to verify the knowledge of emotional organization and academic competence as two variables through which to predict the psychological well-being of secondary school students in government schools in the Ahmadi Governorate of the State of Kuwait. The problem of the current study can be identified in the following main question:

Is it possible to predict psychological well-being through emotional regulation and academic self-efficacy among students of some high schools in the Ahmadi Governorate of the State of Kuwait?

The importance of studying:

To verify the study problem that deals with these positive variables that help us to better understand the importance of this topic, related to emotional organization and academic self-efficacy of training in high school curricula to create a higher level of well-being in the student community or the positive school.

Therefore, the importance of the present study lies in:

1- The importance of the research variables, which are psychological well-being, emotional regulation, and academic self-efficacy, because these features are among the important topics in psychology and positivity, especially among adolescents of secondary school students of both genders, and when these features are present in some students, this calls for feeling With satisfaction with oneself and others among students, in addition to developing their capabilities in dealing with stressful situations in a positive way, enhancing their understanding of themselves and helping them achieve its goals in an effective manner, and thus their sense of happiness and psychological well-being as a result.

2- The target sample of the study, which is secondary school students, and this group of students, some of them may go through an emotional state as a result of the physical, social and personal developmental changes in addition to the difficulties and pressures that they may face in their academic life that may hinder the achievement of their scientific goals. To reveal the positive aspects of students and not to search for the negative aspects, and on the positive school;

Because one of the symptoms of mental health is achieving happiness and well-being among people in general and students in particular.

3- Shedding light on the nature of emotional organization, academic self-efficacy and psychological well-being of students according to scientific and literary specializations and gender (males and females). If this is proven, this will give rise to a set of related research, such as organizational climate, motivation, teacher competence, and achievement grades, in addition to the problems of students of the scientific and literary major or branch, as well as the gender differences in these variables.

4- This study is considered one of the first studies in the Kuwaiti and Arab environment linking these variables among high school students in the State of Kuwait.

5- The results that can be reached may help to discover ways on how to motivate students to develop positive traits such as happiness, emotional organization and academic competence, which, if any, will be reflected in the psychological and social compatibility of students in their academic and private lives.

6- It is expected that the results of the research will also give an idea for officials and psychological counselors in secondary schools in Ahmadi Governorate to design counseling and training programs to help students direct their behaviors in a positive direction, thus giving them opportunities to solve students' problems and inviting them to participate in making appropriate decisions to control their emotions based on their self-efficacy. And thus their sense of happiness and psychological well-being.

Objectives of the study:

The study seeks to achieve a number of objectives:

- 1- Presenting an integrated theoretical view of the relationship between emotional regulation and academic self-efficacy as a predictive indicator of psychological well-being, because emotional regulation may help the student improve his academic self-efficacy, and thus his sense of psychological well-being as a result of this organization.
- 2- A study of the relationship between psychological well-being and both emotional organization and academic self-efficacy among the study sample.
- 3- Study the differences between males and females in psychological well-being, emotional regulation, and academic self-efficacy.
- 4- Study the differences between students of scientific and literary specialization in psychological well-being, emotional regulation, and academic self-efficacy.
- 5- Studying the differences between the average scores of the students with high and low psychological well-being in the mean scores of the scale of emotional regulation and academic self-efficacy among the study sample.
- 6- Knowing the effect of the interaction between the study variables: gender, specialization (scientific, literary), emotional organization and academic competence and their joint interaction on the psychological well-being of the study sample of high school students.

Hypotheses of the study

In order to verify the objectives of the study, the researchers formulated the study hypotheses as follows:

- 1- There is a statistically significant relationship between the degrees of psychological well-being and each of the emotional organization and academic competence of the members of the study sample of secondary school students in Ahmadi Governorate.
- 2- There are statistically significant differences between the mean scores of emotional organization among secondary school students due to gender and academic specialization.
- 3- There are significant statistical differences between the average scores of academic self-efficacy among the sample members due to sex and academic specialization.
- 4- There are significant statistical differences between the mean scores of psychological well-being among the sample individuals due to sex and academic specialization.
- 5- There are statistically significant differences between the mean scores of high and low emotional organization and academic self-efficacy on the psychological well-being scale.
- 6- There is a significant influence of the interaction between the variables of each of: gender (male and female), academic specialization (scientific, literary), self-efficacy, emotional organization and their joint interaction on the psychological well-being of the sample of the study sample.

previous studies:

In a study on the effects associated with self-efficacy on the relationship between emotional intelligence and self-regulation among adolescents in school, Mabekoje, 2010) applied the study to a sample of (467) students, randomly selected from ten high schools in an educational district in Ogun State, Nigeria. . Data were collected using three measures: self-efficacy, emotional intelligence, and self-regulation. The results showed a positive relationship for both self-efficacy,

self-regulation and emotional intelligence, and there was also a relationship between emotional intelligence and self-regulation, while there was no relationship between emotional intelligence and self-regulation while controlling self-efficacy.

The aim of the study of Khoshnam and others (Khoshnam, et al, 2013)) was to determine the relationship of internal motivation and happiness with academic achievement among high school students, where (341) students were selected, and the measure of internal motivation and happiness, and the measure of academic achievement were applied to them. The results showed a correlation

Positive relationship between internal motivation and academic achievement, and a positive relationship between happiness and academic achievement, and there are no differences between internal motivation and academic achievement and happiness between males and females.

Inge and Muller (2013) conducted a study to show the pattern of humor on both self-regulation, self-esteem and self-well-being, in addition to knowing which methods of humor exist and to what extent the types of humor are related to well-being, and the sample consisted of (342) German students. Use the Scale of Emotional Regulation Strategies, Self-Esteem, and Well-Being. The results showed a positive association between self-enhancing humor, and both self-regulation, self-esteem, and well-being.

Ramezani & Gholtash, 2015, both Ramizani and Gholtash, studied the relationship between happiness, self-regulation, and the center of control. Three questionnaires were used that included the Oxford Happiness Survey List, the Self-Control Scale and the Control Center Scale. The results indicated that happiness is positively and effectively linked to self-exacting. Moreover, self-control was a significant predictor of self-happiness.

Siddiqui (2015) aimed to investigate the effect of self-efficacy on mental health among undergraduate students. The sample consisted of 100 students (50 males and 50 females) who were chosen from Aligarh Islamic University, where a measure of self-efficacy and psychological well-being was used. The results of the study showed that the correlation between self-efficacy and psychological well-being among male students is positive, and a test for differences between self-efficacy and psychological well-being according to gender was applied, as it was found that there is a slight difference between male and female self-efficacy, and a significant difference was found between psychological well-being between Males and females.

The study of Garcia et al. (2015) aimed to investigate the model of self-regulation and self-psychological and psychological well-being that may play a role in adolescents 'academic achievement. The sample consisted of (160) Swedish high school students, of which (111) students and (49) students were used. The scale of emotional regulation, the measure of psychological well-being, and academic achievement scores were used. The results showed that academic achievement is positively related to self-evaluation and personal well-being. On the other hand, emotional regulation was positively associated with self and psychological well-being among students with high academic achievement compared to students with low academic achievement.

Verzeletti et al. (2016) tried to verify the relationship between emotional regulation strategies and well-being in adolescents, as (633) Italian adolescents completed the emotion regulation questionnaire, cognitive re-evaluation and expressive suppression strategies, and their relationship to many measures of well-being. The correlation and regression results showed that the greater reliance on social responsibility was related to an attribute

Positive with better well-being outcomes for most indicators, particularly life satisfaction and perception of social support and positive impact; The greater preference for Expressive Repression

was associated with a lower level of well-being for all indicators, including mental health, emotional loneliness, and negative influence. Neither gender nor age differences observed expressive repression and social influence a positive connotation with each other. The results also showed that gender is an important factor for well-being indicators (for example, a higher positive effect for males and life satisfaction compared to females).

The study of Ronen et al. (2016) addressed the focus on adolescent subjective well-being and the role of self-control and social support, age and gender in predicting adolescent subjective well-being. The sample consisted of (380) adolescents between (13 and 17) years old, who were chosen from six integrated schools in middle and high schools. The sample was divided into two groups: exposure to a family crisis (n = 96) and no exposure to a family crisis (n = 284). The results revealed that both self-control and social support predicted adolescents' subjective well-being. Older adolescents showed lower levels of subjective well-being compared to younger teens. Sex also did not predict subjective well-being.

The aim of the study by Siew Ting Ya & Baharudin (2016) was to examine the mediating roles of academic self-efficacy, social self-efficacy, and emotional self-efficacy in the relationships between parental involvement and subjective well-being in Malaysian adolescents. The participants were (802) high school students from 14 public schools, their ages ranged from (15 to 17) years. The results indicated that academic self-efficacy and social self-efficacy were unique indicators in the relationships between parental involvement (both father involvement and maternal participation) and the positive influence of adolescents. Besides, academic self-efficacy has been found to be the only mediator in the relationships between parental involvement and adolescent life satisfaction.

The study of Al-Asimi and Badriya (2018) aimed to know the nature of the relationship between emotional regulation and psychological flexibility, according to the variables of the school year and gender. Where the application used the scale of emotional regulation and flexibility on a sample of (40) male and female students, from the tenth and eleventh grades in the province of Sweida. The results showed a statistically significant relationship between the degree of emotional regulation and psychological flexibility. And the existence of statistically significant differences between the average performance of students on the scale of emotional organization due to the variable of sex and school year, in favor of males, and the eleventh grade, as well as the presence of an effect of psychological flexibility, gender and the school year separately on the emotional organization.

The study of Mongiovi (2018) sought to reveal the relationship between self-regulation, perceived independence and psychological well-being of private school students. The sample consisted of 124 students.

For this purpose, a measure of self-regulation, perceived independence and psychological well-being was used. The results indicated that the multiple regression model highly predicted well-being through self-emotional regulation and perceived autonomy.

The purpose of the study Hamimi, 2018) was to predict happiness based on self-regulation and self-efficacy among high school students in Hamedan, Iran. The sample consisted of (8143) female students. The sample consisted of (110) students. Data were collected by means of the Oxford Happiness Questionnaire, the Self-Regulatory Questionnaire and the Self-Competence Questionnaire for children and adolescents. The results showed that there is a significant relationship between self-efficacy, self-regulation and happiness among high school students. The results also showed that happiness can be predicted based on self-efficacy and self-regulation among the study sample.

Nimisha, 2018, conducted a study to find out the level of emotional self-efficacy in high school students. In order to obtain accurate and relevant data. The sample consisted of 202 high school students from Baramulla region in Kashmir. The emotional self-efficacy scale was used to find the differences in emotional self-efficacy with regard to gender and school type. The results of the study revealed that the maximum number of students have an average level of emotional self-efficacy. No difference was found in emotional self-efficacy between male and female high school students, but differences were found between public and private schools in emotional self-efficacy.

It is evident from the presentation of some of the previous studies related to the study variables that there is no Arab or foreign study that dealt with these variables in its samples, tools and methodology, as it was noticed the absence of such positive variables among secondary school students despite their importance as a positive approach to reveal the strengths of high school students, but The difference between this study and previous studies was in the sample size and the tools used. Nevertheless, the researchers benefited from previous studies and their theoretical frameworks to explain the results of the current study.

Definition of study terms:

1- Emotion Regulation

Gross (1998a, 275) defines emotional regulation as "the process that affects the emotions of individuals when they have the ability to express these emotions." As defined by Keye and Pidgeon (2013,1), it is "the process by which individuals influence events around them according to their time of occurrence, nature, personal experience, and ability to express emotions."

The two researchers define the emotional organization procedural: that the degree that the subject (student) obtains from the application of the measure of emotional regulation for adolescents used in the current study, which consists of (39) words distributed on the following dimensions: emotional awareness, cognitive emotion, emotional contagion, and context

Social; the high score in this scale indicates that the subject (student) has good emotional organization, while the low score indicates the difficulty of emotional regulation for students in different situations.

2- Self-Efficacy

Bandura (2007. 641-658) defines self-efficacy as "the perceived procedural ability which is not related to what an individual possesses, but rather to his belief in what he can do whatever the available resources. The individual is not asked about the degree of his own capacity, but rather about his confidence in his ability to implement." Activities required in light of the requirements of the situation, and individuals 'assessment of their self-efficacy reflects the level of difficulty they believe they will face.

Nimisha (2018.1-17) defines Academic self-efficacy as "the student's beliefs in his own ability to classify and accomplish the courses of action necessary to achieve the desired results in his studies.

The two researchers define procedural academic self-efficacy: it is the degree that the subject gets from answering the academic self-efficacy scale used in the current study, which consists of (24) phrases or paragraphs, distributed on three dimensions: academic self-efficacy, social self-efficacy, and emotional self-efficacy. Where a high score indicates that the subject has an attribute of good academic aptitude, while a low score indicates a decrease in the level of this proficiency.

3- Psychological Well-Being

Ryff, & Keyes (1995, 719) define psychological well-being as the ability of a person to achieve a meaningful life and face real-life challenges.

The two researchers define psychological well-being procedurally in this study as a state of psychological comfort and satisfaction with his personal and academic life, which can be measured through the scale used in the current study consisting of (42) words, and distributed on six dimensions: independence, psychological perfection, personal growth, positive relationships The purpose of life, self-acceptance, where a high score indicates that the student enjoys psychological well-being in his personal and academic life, while a low score indicates a low level of psychological well-being.

Study procedures:

1- Study methodology: The descriptive and analytical approach was used in this study, which tries to study the relationship of emotional organization and self-efficacy as a predictive indicator of psychological well-being among secondary school students in the Ahmadi Governorate, in addition to knowing the difference between students according to gender (males and females) and academic specialization.

2- The study sample: A random sample was selected from high school students in the Ahmadi governorate in the State of Kuwait, the number of which swallowed (350) male and female students, by (209) students, of whom, and (141) students, by (215)

Male and female students in the scientific branch, including (125) male, (90) female students, (135) male and female students in the literary branch (51 male and female students, 84 male students). They were selected from Al Sabahiya Secondary School for Boys and Lubna Bint Al Harith School for Girls.

3- Study tools:

They are represented in the following tools:

A- The Emotional Regulation Scale for Adolescents: The researchers adopted by reviewing the Emotional Regulation Scale for Adolescents prepared by Al-Asimi (2017), consisting of (38) phrases, distributed on six dimensions, which are: 1- Emotional awareness, 2- Self-control, 3- Cognitive regulation, 4- Expressive repression, 5- Emotional contagion, 6- Emotions in the social context.

The scale includes positive and negative expressions, as the subject responds (the student) to each of its items on a scale according to the five-year Likert method, ranging from (1) strongly disagree, to (5) strongly agree, as the subject chooses one of them. The total score of the scale is determined between the score (38) as a minimum, and the score (190) as a maximum.

The scale validated in the current study:

To verify the validity and reliability of the scale, the two researchers applied the scale on an exploratory sample outside the limits of the current study of male and female secondary school students in Ahmadi Governorate schools (Sabahiya Secondary School for Boys and Laba Bint Al Harith School for Girls), and their number was (75) male and female students, by (30) a female student, and (45) a female student. The most important types of honesty used are the following:

1- The validity of the arbitrators (the validity of the content): the two scales were presented to the referees in the College of Basic Education, and two professors in foreign language for the

translation of the academic competency and psychological well-being scale, as they resisted translating the two scales into Arabic and other teachers translated the two scales from Arabic to foreign. This step matches the two translations up to (95%). Where the researchers modified the paragraphs referred to by the gentlemen of arbitrators.

2- The validity of the internal consistency between the dimensions of the scale and the total degree: The correlation coefficients were calculated between the degree of each dimension and the other dimensions of the scale, as the values of the correlation coefficients ranged between (0.769 - 0.246), all of which are significant values at the level of significance (0,01 - 0,05). Also, the score for each dimension was calculated with the total score of the scale, and the correlation coefficients were all significant at (0.01), as they ranged between (0.572 - 0.769). The following table shows the relationship between the scale dimensions between them and the total score.

Table (1) Correlation coefficients between the degree of the dimension to which it belongs and the total degree of the emotional regulation scale

The total score	The social context	Emotional infection	Expressionist repression	Cognitive regulation	Self-tuning	Emotional awareness	Scale dimensions
**0.577	*0.243	0.219	0.171	*0.303	*0.281	1	Emotional awareness
**0.724	**0.410	**0.448	*0.270	**0.526	1	0.251*	Self-tuning
**0.769	*0.246	**0.490	**0.318	1	**0.526	*0.303	Cognitive regulation
**0.572	*0.262	*0.280	1	**0.318	*0.270	0.171	Expressionist repression
**0.676	*0.268	1	280*.0	**0.490	**0.448	0.219	Emotional infection
**0.601	1	*0.268	*0.262	*0.246	**0.410	*0.243	The social context
1	**0.601	**0.676	**0.572	**0.769	**0.724	*0.577	The total score

** = function at (0,01); * - function at (0,05)

Function at (0,01); * - function at (0,05)

It is evident from Table (1) that there is a statistically significant relationship (0,01, 0,05) between the dimensions of the scale of emotional organization and its overall degree. This result confirms that the scale has an internal consistency between its dimensions among themselves, as well as between the dimensions and the overall degree, despite the apparent inconsistency in some dimensions, such as the dimension of emotional infection, emotional awareness (0.219), as well as expressive suppression (0.171), and this does not reduce Of the importance of the internal consistency of the scale of emotional organization with its total degree among the survey sample members, and this result justifies the researchers using it in their study on the primary sample of high school students.

Stability of scale: The reliability of the scale coefficient was extracted from the same exploratory sample, using the Cronbach alpha stability equation, and the half-segmentation of the scale, as the

correlation coefficient between the odd and even expressions was calculated. The following table shows the stability coefficients for the scale. Table (2) Stability of the Emotional Regulation Scale

(**)0.324	0.724	Emotional awareness
(**)0.507	0.660	Self-tuning
0.292	0.660	Cognitive regulation
(**)0.481	0.716	Expressive funnel
(**)0.667	0.679	Irritant infection
(**)0.323	0.708	Emotion in a social context
(**) 0.452	0.730	Total marks

Looking at the above table (2), it is clear that the split stability coefficients, and Cronbach's Alpha, are considered high stability coefficients that are acceptable for the purposes of the study. It is evident from the above that the measure of emotional regulation is characterized by a good degree of validity and reliability, and this result makes it suitable for use as a tool that can be applied to the individuals of the basic study sample. B- Academic Self-Efficacy Scale

This scale was prepared by Abdul Ghafoor and Muhammad Ashraf (2016) in the Malaysian environment, where the Academic Self-Efficiency Scale was prepared to assess the academic self-efficacy of high school students based on Albert Bandura's self-efficacy theory (1977). The scale consists of (24) statements, distributed on three dimensions, namely: academic self-efficacy, social self-efficacy, and emotional self-efficacy. The subject responds to his statements on an answer scale consisting of five gradations according to Likert's method. The overall scale scores range between (24) a minimum score, and a maximum (120) score, where a high score indicates that the subject has academic self-efficacy.

Psychometric properties of the scale:

1. Validity of internal consistency: In order to verify the internal consistency of the tool, the correlation coefficients were calculated between the degree of each dimension and the total degree of the scale for the survey sample, as it was found that all the correlation coefficients were a function at the level (0.01), and this indicates that the scale is characterized With internal consistency, the following table shows the value of the correlation coefficients between the sub-dimensions and the overall degree of the scale.
2. Table (3) The association of the sub-dimensions with each other and with the overall score of the Academic Self-Efficiency Scale

Total marks	Emotional self-efficacy	Social self-efficacy	Academic self-efficacy	Sub Dimensions
0.566**	0.624	0.561	1	Academic self-efficacy
0.630**	.318**	1	0.561	Social self-efficacy
0.683**	1	.318**	0.624	Emotional self-efficacy
1	0.683**	0.630**	0.566**	Total marks

It is evident from the previous table (3) that all correlation coefficients between the total score and the scale dimensions were significant at the level of (0.01) except for the non-judgment dimension, which was not significant with the total score. As for the scale dimensions with each other, they differed in the degree of their correlation. This result makes us comfortable with using this scale in our primary study.

Discriminant Validate

This type of validity is based on the ability to distinguish between the two groups of test items (the upper class and the lower class) in the aspect or characteristic that it seeks to measure. In order to ensure this type of validity, the scores of the subjects were ranked on the self-efficacy scale in descending order, after which the higher category (27%) and the lower category (27%) were determined, then the averages of these two groups were calculated, and the T-Test was used to indicate The significance of the differences between the two averages on the total score of the scale. And the following table shows the differences between these two groups, the lower and the upper.

Table (4) means averages, standard deviations, and the "Tstudent" value, and their indications on the scale of academic self-efficacy.

T value	A	M	Categories	number	M
(**)26.69	5.93	68.53	Minimum value	15	Total marks
	5.80	101.00	Minimum value	15	

Table (4) shows that there are statistically significant differences at the level of significance (0.01) between the lower and upper limits of the scale, and these differences came in favor of the higher category. That is, the scale has a high degree of validity distinguishing between high and low scores.

Stability of scale:

The reliability coefficient of the academic self-efficacy scale was extracted by applying it to the exploratory sample itself, using the Cronbach alpha stability equation, and the half-segmentation of the scale, as the correlation coefficient between odd and even terms was calculated. The following table shows the stability coefficients for the scale.

Table (5) the coefficient of consistency of the measure of academic proficiency

Division into two halves	Alpha Cronbach	Sub Dimensions
0.651	0.639	Academic self-efficacy
0.743	0.797	Social self-efficacy
0.675	0.620	Emotional self-efficacy ^s
0.81	0.535	Total marks

It is noticed from the results of Table (5) that the coefficients of the stability of the sub-dimensions and the overall degree of the scale in the Cronbach alpha method ranged between (0.535 to 0.797), while the stability coefficients in the segmentation method ranged between (0.65 - 0.81), and all the stability coefficients are high and can be trusted, and this result justifies For researchers, use it on a basic study sample.

C-Psychological Well-Being Scale:

The two researchers used the scale of psychological well-being prepared by Ryff (1994), consisting of (42) statements, divided into six dimensions: independence, psychological perfection, personal growth, positive relationships, purpose of life, self-acceptance. Where the answer scores are distributed on a scale of five answers according to Likert's method, strongly disagree to completely agree.

The scale has been translated into Arabic by foreign language specialists for the language of the scale, and then it has been translated from Arabic into the foreign language by other translators. As a result, it was found that the percentage of agreement between the two translations was high, at 95%, as mentioned above.

Validity of internal consistency: the scale was applied to the pilot sample, in order to verify the internal consistency of the scale. It was found through the correlation coefficients between the degree of each dimension and the total degree of the scale that all the correlation coefficients were a function at the level (0.01), and this means that the scale is characterized by internal consistency, and the following table shows the value of the correlation coefficients, and the following table shows the internal consistency coefficients for the scale dimensions:

Table (6) the correlation coefficient between the degree of each dimension and the overall score of the Psychological Well-Being Scale

Indication level	Correlation coefficient value	Dimensions of the Psychological Well-Being Scale
0,05	(*)0,51	Independence
0,01	(**)0,63	Environmental perfection
0,05	(*)0,55	Personal growth
0,01	(**)0,73	Positive relationships
0,01	(**)0,83	The purpose of life
0,01	0,074	Self-acceptance
0,01	(**)0,68	Total marks

It is evident from the results of Table (6) of the Psychological Well-Being Scale that the correlation coefficient between the scale's dimensions and its overall score was statistically significant at the level of significance (0.01) and (0.05), and this indicates that the scale has validity over the members of the exploratory sample, and this result justifies For researchers to apply it to individuals of the basic study sample.

Stability of the scale: The reliability of the scale was extracted by using the reliability of the half-segmentation method, Alpha Cronbach, and the following table shows the values of the reliability coefficients for the psychological well-being scale.

Table (7) the reliability coefficient of the psychological well-being scale

Alpha Cronbach	Division into two halves	Dimensions of psychological well-being
(**) 0.71	(**) 0,77	Independence
(**) 0.78	(**) 0,67	Environmental perfection
(**) 0.77	(**) 0,83	Personal growth
(**) 0.61	(**) 0,56	Positive relationships
(**) 0.67	(**) 0.87	The purpose of life
(**) 0.81	(**) 0.76	Self-acceptance
(**) 0.71	(**) 0.70	Total marks

Looking at the results of Table (7) above, it is noted that the stability coefficients by repetition and halving, are considered high stability coefficients that are acceptable for research purposes. It is evident from the above that the psychological well-being list is characterized by a good degree of honesty and consistency, which makes it suitable for use as a tool in the current study.

Results :

- The results of the first hypothesis and its text: There is a statistically significant relationship between the degrees of psychological well-being and each of the degrees of emotional organization and academic self-efficacy among the members of the sample of study individuals.

To verify the validity of this hypothesis, the Pearson Law was adopted to find out the relationship between the study variables (well-being, emotional organization and academic self-efficacy among the sample members, as shown in the following table:

Table (8) the correlation between well-being and both emotional regulation and academic self-efficacy

The result	Indication level	D.. H	Academic competence	Emotional regulation	Psychological well-being
Function	0.01	350	(**) 0.488	0.437(**)	

Table (8) shows that there is a positive statistically significant relationship at the level (0.01) between psychological well-being, emotional regulation and academic self-efficacy among the members of the research sample of high school students in the Ahmadi governorate. This result indicates that psychological well-being may be an indicator of a positive relationship with emotional regulation and academic self-efficacy among the study sample. In other words, the higher the self-efficacy and emotional regulation of the sample members, this may positively affect the psychological well-being of the student. This result is in agreement with the study Tabbodi, et al. (2015), which showed an important positive relationship between psychological well-being and student achievement. There was also a significant positive correlation between well-being, happiness, and student progress, as shown by the results of the Hamim, 2018 study. Hizami (Heizomi, 2015), a significant relationship between self-efficacy, emotional self-regulation, and happiness among high school students, and that there is an important relationship between self-efficacy

variables and emotional regulation. The results of studies by Mousavi & (Ramezani & Gholtash, 2015) (Moghtader, 2015) also showed that happiness can be predicted based on academic self-efficacy and emotional regulation. On the other hand, the study of Garcia et al. (2015)), Musa (2017) showed a positive relationship between self-regulation and self and psychological well-being. The results of this study are also in agreement with the results of the Al-Asimi study and on (2018), which found a relationship between emotional regulation and psychological flexibility.

It appears from this finding that self-regulation has a positive effect on students' well-being. Thus, the acquisition of emotional regulation can increase students' motivation for success and happiness. Happiness depends on people's values and aspirations, and it cannot be assumed that it is absolute and comprehensive. People who consider their goals more important and more likely to reach, will feel happier. Whereas people who are less happy, feel more struggles with their goals. However, everyone's happiness depends on the individual characteristics in which their view of life and human ideas about happiness are rooted in human nature. From this, the result seems logical within the limits of the current study, and the researchers hope to conduct multiple studies on high school students of various technical, feminist and industrial orientations to identify the emotional organization and its relationship to happiness, psychological well-being, and the quality of academic life.

Presentation of the results of the second hypothesis: There are statistically significant differences between the mean scores of the psychological well-being scale, emotional regulation and academic self-efficacy attributable to the gender (males, females) of the sample members.

To verify this hypothesis, the differences between the averages between the scores of male and female members of the study sample were used, using the law (T.Test), where the results were shown as shown in the following table:

Table (9)

Differences between mean scores for males and females on the scale of psychological well-being, self-regulation, and academic competence

The direction of the differences	T value	D . H	Males (209)		Females (141)		Variables
			A	M	A	M	
In favor of females	(**)10,07	348	8.86	145.18	10.344	170.43	Psychological well-being
In favor of females	(**) 12,53	348	7.00	115.28	4.90	125.46	Emotional regulation
In favor of females	(**) 10,07	348	8.34	81.60	14.05	97.50	Academic competence

It is evident from the results of Table (9) that there are statistically significant differences at the level of (0.01) in the mean scores of psychological well-being, emotional regulation and academic self-efficacy between males and females, and the results were in favor of females compared to males. As this result indicates that females are more affluent, organized, and have better academic competence than males. This result can be explained by the fact that females have the ability to deal with different life situations, especially with academic requirements, in an effective way, and that this is due to the emotional regulation that females enjoy in different academic situations, which

reflects positively on their self-happiness and well-being compared to male students. Researchers are more preoccupied with social issues, such as interest in social activities and the desire to travel outside the country, and this reduces their interest in the process of academic self-efficacy, which thus limits their ability to emotional regulation and thus reduces their sense of psychological well-being in the academic environment.

The direction of the differences	T value	D. H	Literary Specialization (135)		Scientific Specialization (215)		Variables
			A	M	A	M	
For the benefit of students of the scientific department	06'9	348	9.37	128.31	11.96	156.11	Well-being
For the benefit of students of the scientific department	9,44	348	6.88	122.41	6.58	147.63	Emotional regulation
For the benefit of students of the scientific department	7,31	348	6.88	74.61	6.58	98.29	Academic competence

It is evident from the results of Table (10) that there are statistically significant differences at the level of (0.01) between the average grades of students in both well-being, emotional organization and self-efficacy attributable to the academic specialization (scientific, literary) and these results were in favor of students of scientific specialization. The results generally indicate that students of scientific specialization are characterized by psychological well-being, academic competence, and emotional organization more than students with literary specialization, because the education system in classes with a scientific specialization is more controlled and disciplined than disciplinary systems in literary specialization classes. Although no previous studies confirm or deny this conclusion reached in this study, some studies have revealed that students who study courses in a more disciplined academic environment are characterized by psychological well-being and self-control than students who study in evening schools or especially.

- The results of the fourth hypothesis and its text: There are statistically significant differences between the average scores of high and low psychological well-being of the research sample on the scale of emotional organization and academic competence.

In order to verify this hypothesis result, the law of differences between the average grades of high and low psychological well-being on the scale of academic competence and self-organization was used by calculating the results according to the law of fourths, as shown by the results in the following table.

Table (12)

The difference between the mean scores of high and low psychological well-being on the scale of emotional regulation and academic aptitude

The direction of the differences	T value	D.H	High well-being85		Low-well-being101		Variables
			A	M	A	M	
In favor of the welfare Mrtfie	3,341(**)	184	7.117	152,25	4.19	98.54	Emotional regulation
In favor of the welfare Mrtfie	4,31(**)	184	6.792	76.40	3.32	62.15	Academic competence

It is evident from the results of Table (12) that there are statistically significant differences between the average scores of students with high well-being and students with low well-being on all averages of degrees of emotional organization and academic self-efficacy, and the results were in favor of those with high well-being. This result indicates that students who are characterized by well-being and self-happiness are more organized and control their emotions, and more academically efficient in dealing with the requirements of academic work compared to students who do not have the characteristic of self-happiness and psychological well-being, and this decrease in the level of psychological well-being of these students reflects negatively on their emotional organization. And their academic aptitude. This means that there is a positive and important relationship between emotional regulation and psychological well-being of students. Thus, a student with higher emotional regulation could have more happiness and psychological well-being. This is what Salsabiela, 2019 indicated) that academic aptitude and emotional organization increase students' happiness in general. These results indicate that the more experience we have with emotional regulation and academic aptitude, the more we experience happiness and well-being.

Presentation of the results of the sixth hypothesis: There is an effect of the interaction between the variables: gender, specialization, emotional regulation, academic self-efficacy, and their joint interaction on psychological well-being.

To verify this hypothesis, the differences between the mean scores of these variables were first calculated on the mean scores of the welfare scale for the sample of the study sample, and then the linear regression of the predictive power of these variables and their effect on the variable of well-being was calculated.

A- Calculating differences between the variables by using the one-size-fits-all analysis of the levels of well-being of the sample of the study population, as shown by the results of the following table:

Table (13)

Results of Anova analysis of variance to determine the significance of differences between levels of performance according to the variable of well-being

Statistical significance	F value	Average of squares	Degree of freedom	Sum of squares	The level of well-being according to the research variables	
					Between groups	Within groups
.000	158.465	15035.762	1	15035.762	Between groups	Sex
		94.884	148	14042.831	Within groups	
			349	29078.593	Total	
.000	82.212	10384.383	1	10384.383	Between groups	Specialization
		126.312	148	18694.211	Within groups	
			349	29078.593	Total	
.004	1.990	320.298	32	10249.544	Between groups	Emotional regulation
		160.932	117	18829.049	Within groups	
			149	29078.593	Total	

.000	2.190	300.292	53	15915.487	Between groups	Academic competence
		137.116	96	13163.106	Within groups	
			349	29078.593	Total	

It is evident from Table (13) that the research variables: gender, specialization, emotional organization and academic competence directly affect the psychological well-being of the sample members of students, and that each of the academic competence, gender, specialization and emotional regulation affect in a significant way at the level of (0.01) And (0.05) for the emotional organization of well-being, although the averages in these variables and their impact on well-being varied, the results of the previous tables indicate that females are more well-off compared to males, and also students of scientific specialization have more psychological well-being than students of literary specialization.

B- The predictive ability of these variables on the psychological well-being variable in the study sample:

The results of this sub-hypothesis were calculated using the law of regression analysis to identify the predictive ability of these variables on students' psychological well-being, as shown in the following table:

Table (14) regression analysis of the study variables and their predictive ability on well-being in the study sample

Standard transactions				Non-standard transactions		Sample
the decision	Indication level	T	Beta	ETA box	Regression coefficient	
-	.000	11.678		15.013	175.313	(Constant)
Function	.000	-6.323	.719	.517	-19.731	sex
Function	.000	-4.310	.598	.357	-3.591	Education
Function	.004	-	.740	.547	2-.034	Emotional regulation
Function	.000	.1.990				
Function	.000	-.826	.594	.352	3 -.114	Academic competence

Table (14) shows that there is a positive effect of the research variables on the well-being of the sample members of high school students in Ahmadi Governorate, and that the effect of gender was more predictive of happiness than the rest of the variables, followed by the ability to predict well-being variable of specialization (scientific, literary), Then academic self-efficacy, and finally emotional regulation.

Commentary on the results of the study

The results of the study revealed the role of both emotional regulation and academic competence in improving the level of well-being and self-happiness among the sample members of high school students in the Al-Ahmadi portfolio in the State of Kuwait. The results showed a positive

relationship between these two variables and the psychological well-being list used in this research, as well as The results showed that there were differences between these variables according to gender (males, females), where females were more affluent, self-organized, and academic competence than males. On the other hand, the results showed that students of scientific specialization outperform students of literary specialization in the average degrees of these variables, that is, they are more Luxury, discipline and efficiency in performing their academic work. The results also indicated that the predictive ability of psychological well-being in light of these variables came in the first order, gender, followed by academic specialization, and ranked before the last academic competence, and a final solution to emotional regulation.

Finally. It can be said that a student with greater emotional regulation and academic aptitude is likely to be happier and more well-off than a student with less emotional regulation. These results seem logical as if the emotional regulation is directed towards goals, supported by self-efficacy, in order to reach psychological well-being. Students who value goals in life are happier than those students who lead a vacant life without any life goals, emotional organization and academic aptitude. Hence, it can To conclude that students with academic competence and emotional regulation are more comfortable in their lives, and that they feel more positive and less negative emotions than those without these traits.

As a result, the results indicate the importance of emotional regulation and academic effectiveness in predicting psychological well-being in the study sample. Therefore, it is recommended that educational planners, based on the results of this study and similar studies, design programs to improve the well-being of high school students, especially through training on self-esteem in emotional regulation and academic competence.

This research could be a guide for parents and teachers to increase their happiness by increasing emotional regulation skills and self-efficacy in their children. It is recommended that parents and teachers teach students the skills of emotional regulation and the development of academic competence so that they can raise their level of well-being and happiness in and outside the school environment and make them feel more satisfied with their psychological and academic life.

The proposals:

Conducting studies on study variables in public, private and vocational schools. Identifying the differences between academic competence, school type, specialization, gender, and academic achievement.

- Conducting comparative studies between students who are characterized by emotional regulation and who face difficulties in emotional regulation and its relationship to exam anxiety and academic aptitude.
- Work to activate the role of the student's social and psychological counselor to enhance and develop the emotional organization of students with difficulties in emotional regulation, in order to achieve their academic goals successfully.
- Establishing training programs to enhance the academic competence of students of the literary major, in order to raise a high level of scientific mastery in their academic work.

School authorities, teachers and counselors should take appropriate measures to enhance students' happiness and their well-being in the school environment, and strive to make the school a school of happiness and well-being for all students.

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