

A Study on Emotion Regulation of Student Teachers

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Abstract

The primary purpose of this study was to explore the emotion regulation of B.Ed. students. Besides, this study tried to examine differences in emotion regulation difficulties with respect to gender, age group and education level. A total of 300 students attending at the first year to final year classes from Yangon University of Education (YUOE) participated in this study. The sample consisted of 300 students (150 males and 150 females) from YUOE. Difficulties in Emotion Regulation Scale (DERS) was used as the research instrument. Difficulties in Emotion Regulation Scale was developed with six subscales; Non-acceptance of Emotional Responses, Difficulty Engaging in Goal-directed Behavior When Experiencing Negative Emotions, Impulse Control Difficulties When Experiencing Negative Emotions, Lack of Awareness of Emotions, Limited access to Strategies for Regulation and Lack of Emotional Clarity. It is composed of 36 items. As a result of the research, there were no significant differences in emotion regulation difficulties by gender, age and education level.

Key words: Emotion regulation, Student teachers

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