



The Role of Emotion Regulation in Adolescents' Psychological Well-being: A Systematic Literature Review

Andini Putri Aisyah

Universitas Negeri Makassar, Kota Makassar, Indonesia

Email Corresponding Author: andiniputriaisyah19@gmail.com

ABSTRACT

Adolescence is a critical developmental period characterized by substantial emotional, social, and psychological changes that may influence psychological well-being. Emotion regulation is an important psychological process that enables adolescents to manage, modify, and express emotional responses adaptively when facing developmental demands. This study aimed to systematically examine the role of emotion regulation in adolescents' psychological well-being by integrating conceptual and empirical findings from previous research. A Systematic Literature Review (SLR) was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework. Literature searches were conducted through Google Scholar and Scopus, focusing on peer-reviewed national and international journal articles published between 2016 and 2026. Twelve empirical studies that met the predetermined inclusion criteria were selected and analyzed descriptively and comparatively. The findings consistently demonstrated a positive association between adaptive emotion regulation and adolescents' psychological or subjective well-being. Cognitive reappraisal, functional emotion regulation, positive refocusing, and perspective-taking were generally associated with higher life satisfaction, positive affect, psychosocial adjustment, and psychological well-being. In contrast, dysfunctional emotion regulation and excessive expressive suppression were generally associated with lower well-being and greater psychological difficulties. Empirical findings from Indonesia also supported this pattern, including a significant correlation between emotion regulation and psychological well-being among high school students ($r = 0.465$, $p < 0.001$). Overall, emotion regulation represents an important psychological resource for supporting adolescents' well-being, although its contribution is influenced by developmental, interpersonal, and contextual factors.

AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
- E. Obtaining funding

ARTICLE HISTORY

Reviewed: 2026/02/12

Revised: 2026/02/18

Accepted: 2026/02/21

Published: 2026/03/21

Keyword : Emotion Regulation; Psychological Well-Being; Adolescents; Subjective Well-Being; Systematic Literature review

INTRODUCTION

Adolescence is an important developmental period characterized by substantial biological, cognitive, emotional, and social changes. During this period, adolescents are required to adapt to academic demands, develop greater independence, establish interpersonal relationships, and construct a more stable identity. These developmental demands may generate various emotional experiences that



influence adolescents' psychological functioning and well-being. Psychological well-being during adolescence is reflected not only in the absence of psychological problems but also in positive affect, life satisfaction, meaningful relationships, psychological adjustment, and the ability to function effectively in everyday life. Previous research has indicated that emotion regulation, social support, and resilience are important factors associated with adolescents' life satisfaction and well-being (Azpiazu Izaguirre et al., 2021). Therefore, understanding the psychological processes that support adolescents' well-being is important within the context of developmental psychology.

One psychological process that is closely related to adolescents' well-being is emotion regulation. Emotion regulation refers to the processes through which individuals manage, modify, and express their emotional responses according to situational demands and personal goals. Emotion regulation enables individuals to respond to emotional experiences flexibly rather than simply reacting to emotions automatically. During adolescence, the development of cognitive and social capacities allows individuals to increasingly use more complex emotion regulation strategies, including cognitive reappraisal and other cognitive strategies (Shum et al., 2025). Effective emotion regulation may therefore help adolescents manage negative emotional experiences while maintaining positive psychological functioning. Conversely, difficulties in regulating emotions may interfere with interpersonal relationships, adaptation, and psychological well-being.

The relationship between emotion regulation and adolescents' well-being has been demonstrated in several empirical studies. Verzeletti et al. (2016), involving 633 Italian adolescents, found that greater use of cognitive reappraisal was positively associated with life satisfaction, perceived social support, positive affect, and psychological health, whereas expressive suppression was associated with lower levels of well-being, emotional loneliness, and negative affect. Similarly, Chervonsky and Hunt (2019) found that emotion regulation was associated with adolescents' mental health and social well-being, including satisfaction with family and friendship relationships. These findings indicate that emotion regulation is not only relevant to the reduction of negative emotional experiences but also contributes to positive aspects of adolescent functioning.

Other studies have provided evidence that different emotion regulation strategies may have different relationships with well-being. Petrović et al. (2020) found that positive reformulation, positive refocusing, planning, and perspective-taking were associated with subjective well-being among adolescents. Rueth and Lohaus (2022), using a broader process-oriented approach, found that functional emotion regulation was associated with better psychosocial adjustment and well-being, whereas dysfunctional emotion regulation was associated with lower well-being. These findings suggest that the relationship between emotion regulation and well-being cannot be understood simply from the presence of emotional control but should consider the functionality and adaptability of the strategies used by adolescents.

The relationship between emotion regulation and well-being is also influenced by interpersonal and environmental conditions. Azpiazu Izaguirre et al. (2021), in a study involving 1,188 adolescents aged 12–16 years, found that social support, emotion regulation, and resilience were associated with life satisfaction. Emotion regulation was also related to resilience, indicating that adolescents' ability to manage emotional experiences may operate together with other psychological resources. Ripoll-Núñez et al. (2020), involving 930 Colombian adolescents, similarly found that emotion regulation contributed to a model predicting well-being and life satisfaction together with proactive coping and prosocial behavior. These findings demonstrate that adolescent well-being is multidimensional and that emotion regulation may function as one component within a broader network of personal and social resources.

Longitudinal evidence has further demonstrated that the relationship between emotion regulation and well-being may vary according to developmental and social contexts. Jiang et al. (2023), using two-wave data from 2,397 migrant and non-migrant adolescents in urban China, found that cognitive reappraisal positively predicted subjective well-being among both groups. However, the relationship involving expressive suppression differed according to migrant status, indicating that the consequences of emotion regulation strategies may depend on adolescents' social circumstances. Deng et al. (2024), using three-wave longitudinal data from 1,365 Chinese adolescents, also found reciprocal relationships among parental psychological control, emotion regulation ability, and subjective well-being. These

findings suggest that emotion regulation and psychological well-being may influence one another dynamically and should be examined within the broader developmental environment of adolescents.

Research concerning interventions has also strengthened the relevance of emotion regulation to adolescent well-being. Pedrini et al. (2022), through a systematic review of 36 school-based intervention studies, identified emotion regulation as an important target for interventions aimed at improving emotional and psychological functioning among adolescents. Scafuto et al. (2024), through a randomized controlled trial involving youths, further demonstrated that emotion regulation strategies played a mediating role in the relationship between mindfulness, psychological well-being, and psychological distress. These findings indicate that emotion regulation is not only associated with well-being but may also represent a psychological capacity that can be developed through structured psychological and educational interventions.

Recent literature has increasingly examined cognitive reappraisal as an important component of adaptive emotion regulation. Shum et al. (2025), through a scoping review of 63 studies on early adolescents, reported that 58 studies found a positive relationship between cognitive reappraisal and psychological well-being. The review also emphasized the need for further research concerning the direction of the relationship and the influence of developmental and individual differences. This finding is important because it indicates that although the association between cognitive reappraisal and well-being is relatively consistent, the mechanisms underlying the relationship and its contextual variations remain insufficiently understood.

In the Indonesian context, empirical research has also begun to demonstrate a similar pattern. Ananta et al. (2025), involving 117 high school students, found a significant positive relationship between emotion regulation and psychological well-being ($r = .423, p < .05$), indicating that students with better emotion regulation tended to report higher psychological well-being. Rakasiwy and Satwika (2025), involving 427 high school students, similarly found a significant positive relationship between emotion regulation and psychological well-being ($r = .465, p < .001$). These findings provide empirical evidence that the relationship observed in international research is also relevant among Indonesian adolescents. However, Indonesian studies remain relatively limited and have generally examined specific populations or individual relationships rather than integrating findings across different adolescent contexts.

Although previous research has provided substantial evidence concerning emotion regulation and well-being, several issues remain. Studies have used different conceptualizations of well-being, including psychological well-being, subjective well-being, life satisfaction, positive affect, and psychosocial adjustment. Likewise, emotion regulation has been examined through specific strategies such as cognitive reappraisal and expressive suppression as well as broader classifications of functional and dysfunctional regulation. This variation makes it difficult to obtain a comprehensive understanding of the overall role of emotion regulation in adolescents' well-being. In addition, existing studies have been conducted across different cultural, social, and developmental contexts, producing findings that may not always be directly comparable.

Based on these conditions, a systematic synthesis is needed to integrate the conceptual and empirical evidence concerning the relationship between emotion regulation and adolescents' psychological well-being. This study therefore aims to systematically review previous research on the role of emotion regulation in adolescents' psychological well-being by identifying patterns of association between adaptive and maladaptive regulation strategies and various indicators of well-being. The review also seeks to integrate international and Indonesian evidence published within the last ten years to provide a broader understanding of the phenomenon. Through this synthesis, the study is expected to clarify the consistency of existing findings, identify contextual and methodological differences across studies, and provide an evidence-based foundation for future research and psychological interventions aimed at strengthening adolescents' emotion regulation and psychological well-being.

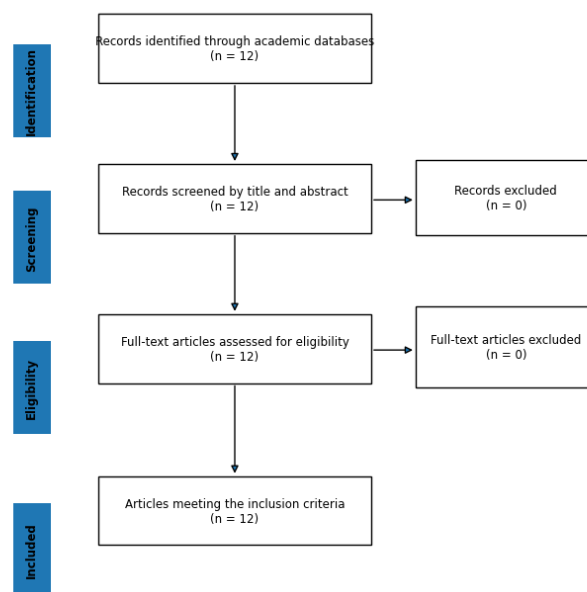
METHODS

This study employed the Systematic Literature Review (SLR) method, adhering to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. The method was

used to identify, select, evaluate, and synthesize empirical evidence on the role of emotion regulation in adolescents' psychological well-being. PRISMA 2020 provides a framework for reporting study identification, screening, eligibility, and inclusion in systematic reviews (Page et al., 2021). The review was conceptually informed by research describing emotion regulation as a developmental process involving adaptive and maladaptive strategies associated with adolescents' adjustment and well-being (Fombouchet et al., 2023; Rueth & Lohaus, 2022).

A literature search was conducted using Google Scholar, Scopus, and academic databases. The search covered peer-reviewed articles published from 2016 to 2026. The keywords included "*emotion regulation*," "*emotional regulation*," "*emotion regulation strategies*," "*psychological well-being*," "*subjective well-being*," and "*adolescents*." The search strategy captured direct evidence on well-being and positive psychological adjustment. Previous studies have reported associations between cognitive reappraisal, emotion regulation, and favorable well-being outcomes, while suppression and dysregulation have been associated with less favorable adjustment (Petrović et al., 2020; Scharf et al., 2023).

The literature selection followed the PRISMA 2020 stages of identification, screening, eligibility, and inclusion. Records were examined for relevance to the research question, followed by screening of titles and abstracts and full-text assessment. Inclusion criteria comprised: (1) empirical research involving adolescents; (2) studies examining emotion regulation as a central variable, predictor, mediator, or mechanism; (3) studies assessing psychological well-being, subjective well-being, life satisfaction, positive affect, or related indicators; (4) peer-reviewed journal articles; (5) full-text availability; and (6) publication within 2016–2026. Articles were excluded when they were theoretical papers, systematic reviews, conference abstracts, unrelated to adolescents, or did not empirically examine emotion regulation and well-being. Based on these criteria, 12 articles were retained as the final objects of analysis.



Data collection was conducted by extracting information from each article into a structured review matrix. Information included publication year, location, sample, research design, emotion regulation construct, well-being indicator, measurement instruments, analytical technique, and principal findings. The selected literature included correlational, longitudinal, and intervention studies. Jiang et al. (2021) examined emotion regulation as a mechanism connecting coping style and subjective well-being, whereas Jiang et al. (2023) reported longitudinal associations between cognitive reappraisal, expressive suppression, and adolescent subjective well-being. Scafuto et al. (2024) found that cognitive reappraisal mediated the effects of a mindfulness intervention on psychological well-being. Deng et al. (2024) also identified emotion regulation ability as a bidirectional mechanism linking parental psychological control and adolescent subjective well-being.

The analysis used narrative synthesis because the 12 studies differed in participants, instruments, research designs, and definitions. Findings were compared to identify consistent patterns, differences, and contextual factors. The synthesis emphasized adaptive strategies, such as cognitive reappraisal, and maladaptive processes, such as suppression and dysregulation. Evidence from school-based interventions supports emotion regulation as a target for adolescent mental health (Pedrini et al., 2022). Accordingly, the review explains the association between emotion regulation and adolescent well-being and the mechanisms contributing to differences in psychological well-being.

RESULTS AND DISCUSSION

Result

The systematic literature review identified 12 empirical articles examining the relationship between emotion regulation and psychological or subjective well-being among adolescents. The studies were published between 2016 and 2025 and were conducted in several countries, including Italy, Australia, Serbia, Germany, Portugal, China, India, Israel, and Indonesia. The reviewed studies used predominantly quantitative methods, including correlational, longitudinal, mediation, moderation, and intervention designs. Emotion regulation was generally conceptualized through cognitive reappraisal, expressive suppression, emotion regulation difficulties, or broader functional and dysfunctional regulation processes, while well-being was assessed through psychological well-being, subjective well-being, life satisfaction, positive and negative affect, psychosocial adjustment, and social functioning.

The results consistently indicate that emotion regulation is associated with adolescents' well-being, although the strength and direction of the relationship vary according to the regulation strategy and contextual factors. Adaptive or functional regulation, particularly cognitive reappraisal, positive refocusing, planning, and other functional strategies, tends to be associated with higher well-being, life satisfaction, positive affect, and psychosocial adjustment. In contrast, expressive suppression and dysfunctional emotion regulation are generally associated with lower well-being, greater negative affect, psychological difficulties, and poorer psychosocial adjustment.

Table 1. It is the title of the table

Researcher	Article title	Location	Result
Verzeletti et al. (2016)	Emotion Regulation Strategies and Psychosocial Well-Being in Adolescence	Italy	The study found that cognitive reappraisal was positively associated with life satisfaction, positive affect, perceived social support, and psychological health. Expressive suppression was associated with less favorable well-being indicators.
Chervonsky & Hunt (2019)	Emotion Regulation, Mental Health, and Social Wellbeing in a Young Adolescent Sample: A Concurrent and Longitudinal Investigation	Australia	The findings showed that emotion suppression was associated with lower friendship and family satisfaction, while reappraisal was associated with better family satisfaction over time.
Petrović et al. (2020)	Cognitive Regulation of Emotion and Subjective Well-Being in Adolescents: Is There a Direct Link?	Serbia	Positive reformulation, positive refocusing, planning, and taking perspective were associated with higher subjective well-being and positive affect among adolescents.
Rueth & Lohaus (2022)	Process-Oriented Measurement of Emotion Regulation: General and Specific Associations With Psychosocial Adjustment and Well-Being in (Pre-)Adolescence	Germany	Functional emotion regulation was associated with better psychosocial adjustment and well-being, whereas dysfunctional emotion regulation was associated with lower well-being.
Raposo & Francisco (2022)	Emotional (Dys)Regulation and Family Environment in (Non)Clinical Adolescents' Internalizing Problems: The Mediating Role of Well-Being	Portugal	Emotion regulation difficulties were negatively associated with well-being. Well-being also mediated the relationship between emotion regulation difficulties and adolescents' internalizing problems.

Jiang et al. (2023)	Longitudinal Associations Between Emotion Regulation Strategies and Subjective Well-Being in Migrant and Non-Migrant Adolescents in Urban China	China	Cognitive reappraisal positively predicted subjective well-being among migrant and non-migrant adolescents. The relationship involving expressive suppression differed according to migrant status.
Aneesh et al. (2023)	Parent-Child Relationship and Psychological Well-Being of Adolescents: Role of Emotion Regulation and Social Competence	India	Emotion regulation was significantly related to psychological well-being and moderated the relationship between parent-child relationships and adolescents' psychological well-being.
Scharf et al. (2024)	Emotion Regulation Styles and Adolescent Adjustment Following a COVID-19 Lockdown	Israel	Integrative emotion regulation was associated with better well-being and social behavior, whereas suppressive and dysregulated regulation were associated with poorer well-being and adjustment.
Scafuto et al. (2024)	The Mediation Role of Emotion Regulation Strategies on the Relationship Between Mindfulness Effects, Psychological Well-Being and Distress Among Youths	Italy	Cognitive reappraisal mediated the positive effects of a mindfulness intervention on psychological well-being among adolescents.
Deng et al. (2024)	Reciprocal Relationships Among Parental Psychological Control, Emotion Regulation Ability, and Subjective Well-Being of Adolescents	China	Emotion regulation ability showed a bidirectional mediating relationship between parental psychological control and adolescents' subjective well-being.
Maleke & Soetjningsih (2025)	Emotion Regulation and Subjective Well-Being Among Adolescents at PPSA Woro Wiloso Salatiga	Indonesia	The study found a significant positive relationship between emotion regulation and subjective well-being among adolescents, with $r = .489$ and $p = .001$.

Discussion

The findings of this systematic literature review demonstrate a consistent association between emotion regulation and adolescents' psychological well-being. Across the 12 empirical studies reviewed, adolescents who demonstrated more functional emotion regulation generally reported higher levels of psychological well-being, subjective well-being, life satisfaction, positive affect, and psychosocial adjustment. Conversely, difficulties in regulating emotions, particularly excessive expressive suppression and broader dysfunctional regulation, were generally associated with lower well-being and greater psychological difficulties. These findings indicate that emotion regulation represents an important psychological process through which adolescents manage emotional experiences and maintain positive psychological functioning.

Conceptually, emotion regulation refers to the processes through which individuals influence the intensity, duration, and expression of their emotional responses in accordance with situational demands and personal goals. During adolescence, this process becomes particularly important because adolescents experience substantial biological, cognitive, social, and emotional changes. A systematic mapping review of 6,305 publications identified adolescence as a developmentally sensitive period for emotion regulation because regulatory processes are closely connected with later mental health and psychosocial functioning (Compas et al., 2021). Therefore, psychological well-being in adolescence should not only be understood as the absence of psychological problems but also as the capacity to experience positive emotions, maintain satisfying relationships, develop personal potential, and evaluate life positively.

The empirical evidence in the present review strongly supports the importance of adaptive emotion regulation. Verzeletti et al. (2016), involving 633 Italian adolescents, found that cognitive reappraisal was positively associated with life satisfaction, perceived social support, positive affect, and psychological health, whereas expressive suppression was associated with less favorable well-being

indicators. Similar evidence was reported by Petrović et al. (2020), who found that positive reformulation, positive refocusing, planning, and perspective-taking were associated with subjective well-being and positive affect. These findings suggest that the way adolescents interpret and cognitively respond to emotional situations may be more important for well-being than simply reducing emotional expression.

This pattern is further supported by Rueth and Lohaus (2022), who found that functional emotion regulation was associated with better psychosocial adjustment and well-being, while dysfunctional emotion regulation significantly predicted lower well-being. Their findings are particularly relevant because they conceptualized emotion regulation as a broader process rather than limiting it to a single strategy. In line with this perspective, a study of 930 Colombian adolescents found that emotion regulation, together with proactive coping and prosocial behavior, contributed to models predicting adolescents' well-being and life satisfaction (Ripoll-Núñez et al., 2020). Thus, emotion regulation appears to operate together with other personal competencies rather than functioning as an isolated determinant of well-being.

The reviewed evidence also indicates that emotion regulation may function as a psychological mechanism connecting adolescents' social experiences with their well-being. Raposo and Francisco (2022) found that emotion regulation difficulties were negatively associated with well-being and that well-being partially mediated the relationship between emotional dysregulation and internalizing problems. Similarly, Aneesh et al. (2023) reported that emotion regulation moderated the relationship between parent-child relationships and psychological well-being, indicating that the quality of adolescents' social environments may interact with their ability to regulate emotions. These findings are consistent with research showing that family support, emotion regulation, and resilience are interconnected predictors of adolescent life satisfaction.

Longitudinal evidence strengthens this interpretation. Jiang et al. (2023), using two-wave data from 2,397 adolescents in urban China, found that cognitive reappraisal positively predicted subjective well-being among both migrant and non-migrant adolescents. However, the association involving expressive suppression differed according to migrant status, demonstrating that the consequences of emotion regulation strategies may depend on social and cultural context. This finding is important because it challenges an overly simplistic assumption that a particular regulation strategy is universally adaptive or maladaptive. Daily-diary evidence likewise shows substantial individual variability in the effectiveness of reappraisal and suppression, supporting a contextual understanding of emotion regulation.

Recent intervention research provides further empirical support for the role of emotion regulation in promoting well-being. Scafuto et al. (2024), in a randomized controlled trial involving 361 adolescents, found that cognitive reappraisal mediated the positive effect of a mindfulness intervention on psychological well-being. Similarly, Pedrini et al. (2022), through a systematic review of 36 school-based intervention studies, identified emotion regulation as an important target for preventive interventions addressing adolescent mental health. These findings suggest that emotion regulation is not merely a correlate of well-being but may represent a modifiable psychological competency that can be strengthened through structured interventions.

The Indonesian evidence in the present review is consistent with the international findings. Maleke and Soetjiningsih (2025) found a significant positive relationship between emotion regulation and subjective well-being among 102 adolescents living in an orphanage. Rakasiwy and Satwika (2025), involving 427 high school students in Surabaya, also reported a significant positive relationship between emotion regulation and psychological well-being ($r = .465$, $p < .001$). In another Indonesian study, Ananta et al. (2025) reported a positive correlation between emotion regulation and psychological well-being among high school students ($r = .423$, $p < .05$). Furthermore, Nur et al. (2025), published in the *SINTA 2 Journal of Educational, Health and Community Psychology*, found that emotion regulation significantly contributed to students' psychological well-being ($B = 0.58$, $p < .001$), alongside academic hope.

Nevertheless, the findings should not be interpreted as demonstrating that emotion regulation alone causes psychological well-being. Deng et al. (2024), using three-wave longitudinal data from 1,365 Chinese adolescents, demonstrated reciprocal relationships among parental psychological control,

emotion regulation ability, and subjective well-being. Likewise, Scharf et al. (2024) found that integrative regulation was associated with better adolescent adjustment, whereas suppressive and dysregulated styles were associated with poorer well-being following COVID-19 lockdown. These findings indicate that emotion regulation is embedded within broader developmental and environmental processes.

Overall, the synthesis suggests that adaptive emotion regulation, particularly cognitive reappraisal and functional regulation, is consistently associated with more favorable psychological well-being among adolescents. This conclusion is reinforced by a recent scoping review in which 58 of 63 studies examining early adolescent cognitive reappraisal and psychological well-being reported a positive relationship. However, contextual differences, developmental characteristics, social relationships, and cultural norms should be considered when interpreting the role of particular regulation strategies. Consequently, efforts to improve adolescent well-being should focus not simply on suppressing negative emotions, but on developing flexible emotion regulation skills that enable adolescents to understand, reinterpret, express, and manage emotions appropriately within different social and developmental contexts.

CONCLUSION

This systematic literature review concludes that emotion regulation plays an important role in adolescents' psychological well-being. Conceptually, emotion regulation refers to the processes through which adolescents manage, modify, and express emotional responses in accordance with situational demands and personal goals. Effective regulation, particularly cognitive reappraisal and other functional strategies, enables adolescents to manage negative emotions, maintain positive affect, develop supportive relationships, and adapt to developmental challenges. Empirically, the synthesis of 12 studies published between 2016 and 2026 consistently indicates a positive association between adaptive emotion regulation and psychological or subjective well-being. Adolescents who demonstrated more functional emotion regulation generally reported higher life satisfaction, positive affect, psychosocial adjustment, and psychological well-being, whereas dysfunctional regulation and excessive suppression were generally associated with poorer well-being. For example, Rueth and Lohaus (2022) found that functional emotion regulation was positively associated with well-being, while dysfunctional regulation was negatively associated with well-being. Indonesian evidence also supports this pattern, with Rakasiwy and Satwika (2025) reporting a significant positive correlation between emotion regulation and psychological well-being among 427 high school students ($r = .465, p < .001$). Overall, these findings indicate that strengthening flexible and adaptive emotion regulation skills may contribute to better psychological well-being during adolescence, although the relationship remains influenced by social, developmental, and contextual factors.

REFERENCES

- Ananta, S. H., Umardi, Q. T., Meidiansyah, R., Putri, N. D., Patrisia, S., Hartono, Y., & Lubis, K. (2025). Hubungan regulasi emosi dengan psychological well-being pada siswa SMA. *Jurnal Wawasan Pendidikan*, 5(2). <https://doi.org/10.26877/jwp.v5i2.22900>
- Aneesh, A., Sia, S. K., & Kumar, P. (2023). Parent-child relationship and psychological well-being of adolescents: Role of emotion regulation and social competence. *Journal of Human Behavior in the Social Environment*, 34(2), 153–171. <https://doi.org/10.1080/10911359.2023.2221321>
- Azpiazu Izaguirre, L., Rodríguez Fernández, A., & Goñi Palacios, E. (2021). Adolescent life satisfaction explained by social support, emotion regulation, and resilience. *Frontiers in Psychology*, 12, 694183. <https://doi.org/10.3389/fpsyg.2021.694183>
- Chervonsky, E., & Hunt, C. (2019). Emotion regulation, mental health, and social wellbeing in a young adolescent sample: A concurrent and longitudinal investigation. *Emotion*, 19(2), 270–282. <https://doi.org/10.1037/emo0000432>

- Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P., Williams, E., & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. *Psychological Bulletin*, 143(9), 939–991. <https://doi.org/10.1037/bul0000110>
- Deng, C., Li, D., Li, Y., Liu, Y., Zhang, J., Huang, P., & Zhai, B. (2024). Reciprocal relationships among parental psychological control, emotion regulation ability, and subjective well-being of adolescents: Disentangling between- and within-person effects. *Journal of Affective Disorders*, 361, 546–555. <https://doi.org/10.1016/j.jad.2024.06.088>
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Jiang, L., Yuan, K., Hart, C. H., Liang, L., Yang, C., Wang, Z., & Bian, Y. (2023). Longitudinal associations between emotion regulation strategies and subjective well-being in migrant and non-migrant adolescents in urban China. *International Journal of Psychology*, 58(3), 187–195. <https://doi.org/10.1002/ijop.12900>
- Maleke, E. G., & Soetjiningsih, C. H. (2025). Regulasi emosi dan subjective well-being pada remaja di PPSA Woro Wiloso Salatiga. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*, 15(1), 215–224. <https://doi.org/10.24127/gdn.v15i1.11180>
- Nur, N., Simatupang, G. D., & Nugraha, D. Y. (2025). The role of academic hope and emotion regulation on psychological well-being in students. *Journal of Educational, Health and Community Psychology*, 14(1), 315–335. <https://doi.org/10.12928/jehcp.vi.30764>
- Pedrini, L., Meloni, S., Lanfredi, M., & Rossi, R. (2022). School-based interventions to improve emotional regulation skills in adolescent students: A systematic review. *Journal of Adolescence*, 94(8), 1051–1067. <https://doi.org/10.1002/jad.12090>
- Petrović, J., Trbojević, J., & Dukai, E. (2020). Cognitive regulation of emotion and subjective well-being in adolescents: Is there a direct link? *Primenjena Psihologija*, 13(3), 371–389. <https://doi.org/10.19090/pp.2020.3.371-389>
- Rakasiwy, M. R. P., & Satwika, Y. W. (2025). Keseimbangan emosi dan jiwa: Studi korelasional tentang regulasi emosi dan kesejahteraan psikologis pada siswa. *Flourishing Journal*, 5(7), 389–400. <https://doi.org/10.17977/um070v5i72025p389-400>
- Raposo, B., & Francisco, R. (2022). Emotional (dys)regulation and family environment in (non)clinical adolescents' internalizing problems: The mediating role of well-being. *Frontiers in Psychology*, 13, 703762. <https://doi.org/10.3389/fpsyg.2022.703762>
- Ripoll-Núñez, K., Carrillo, S., Gomez, Y., & Villada, J. (2020). Predicting well-being and life satisfaction in Colombian adolescents: The role of emotion regulation, proactive coping, and prosocial behavior. *Psyche*, 29(2), 1–16. <https://doi.org/10.7764/psykhe.29.2.1420>
- Rueth, J.-E., & Lohaus, A. (2022). Process-oriented measurement of emotion regulation: General and specific associations with psychosocial adjustment and well-being in (pre-)adolescence. *Frontiers in Psychiatry*, 13, 904389. <https://doi.org/10.3389/fpsyg.2022.904389>
- Scafuto, F., Quinto, R. M., Ghiroldi, S., Montecucco, N. F., Presaghi, F., Iani, L., & De Vincenzo, F. (2024). The mediation role of emotion regulation strategies on the relationship between mindfulness effects, psychological well-being and distress among youths: Findings from a randomized controlled trial. *Current Psychology*, 43, 24295–24307. <https://doi.org/10.1007/s12144-024-06081-7>
- Scharf, N., Benita, M., & Benish-Weisman, M. (2024). Emotion regulation styles and adolescent adjustment following a COVID-19 lockdown. *Stress and Health*, 40(1), e3274. <https://doi.org/10.1002/smi.3274>

- Shum, C., Dockray, S., & McMahon, J. (2025). The relationship between cognitive reappraisal and psychological well-being during early adolescence: A scoping review. *Journal of Research on Adolescence*, 35(1). <https://doi.org/10.1177/02724316241231918>
- Verzeletti, C., Zammuner, V. L., Galli, C., & Agnoli, S. (2016). Emotion regulation strategies and psychosocial well-being in adolescence. *Cogent Psychology*, 3(1), 1199294. <https://doi.org/10.1080/23311908.2016.1199294>